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ABSTRACT

Instructional units in economics developed by classroom teachers for use in grades K-12 are presented. Units are organized in two major sections--Personal and Family Financial Planning and Consumer Economics. The first section contains five units. Topics are: (1) Comparison Shopping, grade 12: (2) Teenage Buying Habits, grade 11: (3) Career Education, grades seven and eight: (4) Understanding Taxes, grades nine and 10: and (5) Ownership of an Automobile, grade 10. For each unit, information is presented on a table of contents of topics covered, rationale, objectives, pre-and posttest questions, background, vocabulary, activities, and procedures. Students are involved in a wide variety of activities, including analyzing case studies and matching descriptive terms (grade 12): preparing marketing research projects and describing marketing research in their own words (grade 11): analyzing personal and family financial goals (grades seven and eight): clipping tax-related items from newspapers and discussing financial resources in class (grades nine and 10): and writing compositions about automobile care and ownership (grade 10). The second major section offers brief descriptions of approximately 30 consumer education units. Organized by grade level, the units focus on economic wants and needs and snowman production (kindergarten): productive resources and economic incentives (grade one): economic trade-offs and conservation of natural resources (grade two): specialization (grade three): scarcity and cost-benefit analysis (upper elementary): market price and opportunity costs (junior high school): and savings and investments (grade 12). For each unit, information is presented on subject area, ability level, time requirements, economic concepts stressed, objectives, procedures, and an abstract of the unit. (DB)

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UNDERSTANDING ECONOMICS

a compendium of instructional units: projects and abstracts

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by

Sarah Powley

1978

TRIAD Teacher Center
Burtsfield School
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West Lafayette, IN 47906

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TABLE OF CONTENTS

I. Introduction

II. Personal and Family Financial Planning . . . Buff

- Comparison Shopping. Grade 12. Jim Stalker.
- Teenage Buying Habits. Grade 11. Mike Bridges.
- Career Education. Grades 7 and 8. Dennis Moller.
- Understanding Taxes. Grades 9 and 10. Joe Krause.
- Ownership of an Automobile. Grade 10. Jane Packard.

III. Consumer Economics Curriculum Abstracts

- Primary (K-3). . . . . .Yellow
- Intermediate (4-6) . . . . .Gold
- Secondary (7-12) . . . . Gray

IV. Bibliography of Curriculum Abstracts

PART I: INTRODUCTION

Introduction to TRIAD Teacher Center: TRIAD is one of 60 teacher centers originally funded by the United States Office of Education in 1978 for the purpose of enabling teachers to have a determining voice in their own professional development. TRIAD serves 1600 teachers and administrators in three north central Indiana counties through its drop-in facility, workshop programming and consulting both on site and in the schools.

Purpose of this publication: The purpose of this publication is to document successful instructional units in economics education designed by teachers in the TRIAD area and to make those units available to other interested educators.

Personal and Family Financial Planning (PFFP) Units: The first group of instructional units (buff colored pages), prepared by secondary teachers, focuses on aspects of personal economics. The design and preparation of these units was made possible by a grant from the American Council of Life Insurance (ACLI) to the American Association of Colleges for Teacher Education (AACTE) on behalf of TRIAD. The five teachers whose work appears in this section were selected to develop and teach instructional units interpreting the principles of Personal and Family Financial Planning. The study of these principles, as defined by the ACLI, "involves the practical application of economic principles to managing individual or family resources at various life stages. Emphasis is placed upon planning for obtaining, protecting and using a wide range of financial resources in relation to anticipated changes in needs and responsibilities throughout the personal and family life span." Each project presented here considers one aspect of the PFFP perspective.

Comparison Shopping: Grade 12. Jim Stalker.
Teenage Spending: Grade 11. Mike Bridges.
Career Education: Grades 7 and 8. Dennis Moller.
Understanding Taxes: Grades 9 and 10. Joe Krause.
Ownership of an Automobile: Grade 10. Jane Packard.

Consumer Economics Units: Part III is a compendium of abstracts of instructional units in economics developed by TRIAD teachers. A series of credit courses in consumer economics have been held at TRIAD under the direction of Mr. Peter Harrington of the Indiana Council for Economic Education. These courses have been co-sponsored by TRIAD Teacher Center, Purdue University, the Indiana Council for Economic Education, the Greater Lafayette Chamber of Commerce and American Cyanamid. The purpose of these courses has been to increase awareness among educators of the need for economics education and to develop classroom strategies for increasing student understanding of the principles of economics. The instructional units whose abstracts appear in this publication were developed in conjunction with the consumer economics courses at TRIAD. All of the units have been sucessfully taught in the classroom and all are available to interested teachers to use. The complete texts of these units will be furnished upon request from TRIAD.

PART II: PERSONAL AND FAMILY FINANCIAL PLANNING CURRICULUM UNITS

COMPARISON SHOPPING: Each One Teach One

Vocational Business Education Class

Grade 12

Jim Stalker
Jefferson High School
Lafayette School Corporation
Lafayette, Indiana

6

PFFP

COMPARISON SHOPPING

by Jim Stalker Sr.

A (C.O.E.) Cooperative Office Education Related Class Activity Developed Through A Local TRIAD Grant. (December 1980)

QUOTES

> "Money is like a sixth sense without which you cannot make use of the other five."
>
> Somerset Maugham

> "He who buys what he does not want will soon want that which he cannot buy."
>
> Anonymous

> "Price, for all its importance is only one of the terms of a bargain."
>
> Walton Hamilton

> "There are two fools in every market; one asks too little, one asks too much."
>
> Russian Proverb

Says young Soviet about new jeans: "A little long in the leg, but trademark is perfect."

TABLE OF CONTENTS - COMPARISON SHOPPING UNITS TITLED (EACH ONE/TEACH ONE)

PRE-TEST AND ANSWERS . . . . 1 & 2

PERFORMANCE GOALS AND GENERALIZATIONS 3

TEACHER OVERVIEW AND RATIONALE 4

QUESTIONNAIRE 5

UNIT I. COMPARISON SHOPPING & IMPULSE BUYING . . . . 6 -- 9

UNIT II. WHY, WHAT, WHEN, WHERE, & HOW OF COMPARISON SHOPPING . . . 10---13

UNIT III. VARIABLES OF COMPARISON SHOPPING 14---17

UNIT IV. CATEGORIES OF RETAIL OUTLETS 18---20

UNIT V. VOCABULARY OF COMPARISON SHOPPING. 21---23

UNIT VI. EACH ONE/TEACH ONE (FIELD EXPERIENCE) 24---27

BIBLIOGRAPHY 28

POST TEST--To be developed on the basis of student reports through class and teacher effort.

PRE-TEST--COMPARISON SHOPPING

If you get all the problems correct, you probably need but little further study on this unit. If you miss two or three, you probably can benefit from further study of the unit. If you miss more than three, it will behove you to study carefully this unit as you will gain another important skill designed to help improve your life style and help you be happy.

T F 1. While visiting a local shopping mall, you see hair dryers on sale at three different places. You select the cheapest dryer and return home. This is comparison shopping.

T F 2. A good source of consumer product information is a magazine called Business Week.

T F 3. A house brand is usually more expensive than other brands.

T F 4. A consumer co-op allows their members to buy low quantities, at lower prices, but offers limited variety.

T F 5. One may do comparison shopping by looking at the ads.

T F 6. Catalog houses usually sell the same product cheaper through the catalog than through the retail store.

T F 7. Prices are cheaper at a convenience store.

T F 8. Whether you buy for cash or credit makes no difference to most retailers.

Multiple choice

9. If you were looking for a washing machine, TV set, dishwasher, etc., you might look for consumer information to help you make the right choice in the (a) newspapers, (b) department store, (c) consumer research publication.

10. A store such as Osco Drugs and Ace Hardware are classified as (a) department stores, (b) discount stores, (c) variety stores

Completion

11. A good source of consumer product information is a monthly magazine called ________________________.

12. To compare a sack of potato chips at 8 oz. for $1.09 or 7 oz. for $.99, the smart shopper will use ________________________.

13. Give an example of a house brand found in a supermarket? ______________________

14. Sears, Blocks, Ayers are examples of what kind of store? ________________________

Answers to Pre-Test Problems

1. F
2. F
3. F
4. T
5. T
6. T
7. F
8. F
9. C
10. C
11. Consumers Rearch
12. Unit pricing
13. Scot Lad
14. Department Stores

Shopping Slogans

Investigate Before You Invest

Shop Before You Buy

Read Before You Sign - Sign Only After You Researched

Plan Before You Shop

Consider Cost or Your Budget is Lost

Ask Questions When You Don't Have Answers

Buy From Reputable Merchants to Insure Fair Treatment

Satisfaction Guaranteed or Your Money Back

COMPARISON SHOPPING — LEARNING AND PERFORMANCE GOALS

The informed consumer . . .

knows the advantages of comparison shopping when seeking the best values for dollars spent.

uses comparison shopping as a means of getting the best values in the marketplace, particularly when buying costly or frequently purchased items.

identifies the most important factors to consider when comparison shopping for different items—quality, price, features, warranties, installation and operating costs, reputation of seller, store policies and terms of credit.

sets up and uses a workable system for obtaining comparative data on consumer goods and services through personal shopping, catalogs, telephone inquiries, advertisements and other sources.

evaluates various retail stores and catalog order houses on the basis of personal experience, comparison shopping and reputation.

is concerned about the nations fight against inflation the same way they conduct their economic struggly-by spending wisely (that is by buying less of those products and services whose costs are rising the fastest), by conserving energy and by resisting the tendency to spend unnecessary today in the fear that things will cost more tomorrow.

GENERALIZATIONS

Comparison shopping involves looking at and comparing a specific item in several different brands and/or models in two or more general merchandise catalogs and/or retail stores.

Comparison shopping aids consumers in finding the best buy for the money and in making informed choices.

A certain amount of comparison shopping can be done at home through use of general merchandise and specialty catalogs, newspaper and magazine advertisements, and through telephone inquiries.

Depending on the product or service, factors to check when comparison shopping include quality, features, price, warranties, operating costs, energy and water consumption, availability of repair parts, service and maintenance, delivery/assembly/installation costs, and the policies, practices, and reputation of retail and catalog merchants.

Decisions on the amount of time and effort to invest in comparison shopping for a good service depends on its price and how often it is purchased-devoting the most time spent in comparison shopping to the most expensive or most frequently purchased items.

GENERALIZATIONS CONTINUED

Decisions concerning time and energy to invest in comparison shopping depend partly on the amount of money one is able and willing to spend on a product compared to time and energy available for shopping.

Comparison shopping is most profitable when shopping for big ticket items with widely varying process and quality levels.

Comparison shopping can frequently lead to the purchase of products under private labels for less than the cost of comparable brand name items.

Comparison shopping might be defined as the process of comparing products, prices, services, and operating policies of different types of retail and catalog outlets in order to make appropriate, informed, buying decisions.

TEACHER OVERVIEW AND RATIONALE--Comparison shopping means "intelligent shopping." Intelligent shopping leads to a happy, satisfied buyer. A list of references and aids for comparison shopping will be included to help you to become an intelligent shopper. It is known that one of the greatest causes for divorce in the country today is "money problems." One of the greatest reasons for "money problems" is poor shopping and buying habits. If people can become intelligent shoppers and thus be happier with fewer money problems, then a society problem can be improved. It therefore seems a worthwhile goal for young people to make a conscious effort to become more intelligent shoppers.

The writer sees value for the following groups of students or classes: All vocational classes which would include C.O.E., D.E., H.E.R.O., I.C.T., I.O.L., J.O.B.S. and possibly P.V.E. Other uses might be in Consumer Education, Dollars & Sense, Junior Business, etc. The instructor may, at his discretion, decide whether to teach a unit lock step, self paced, or a combination as the material has been programed for a variety of approaches.

12

QUESTIONNAIRE FOR COMPARISON SHOPPING

The following is a self-quiz which can help you evaluate your own spending habits, shopping ability, and general consumer knowledge. Check your answer of yes, no, or sometimes to each of the following questions.

		YES	NO	SOMETIMES
1.	Do you follow some sort of spending plan?.			
2.	Do you compare merchandise and services at different stores before you buy?			
3.	Do you know how materials, design, and workmanship are related to the quality of products? To the cost of products?			
4.	Do you get information on products before buying, particularly for expensive items?			
5.	Do you know how your spending choices affect business and the economy? . .			
6.	Do you read and keep labels, tags, instruction booklets and other information that comes when you buy? . .			
7.	Do you decide approximately what you can afford to spend on different items before you go shopping? . . .			
8.	Do you avoid making unnecessary returns and exchanges?			
9.	Do you know three types of credit that are available to you and how each works?.			

		YES	NO	SOMETIMES
10.	Do you know four or five ways to make advertisements work for you?			
11.	Do you know two or three laws that protect consumers? . . .			
12.	Can you name at least two govt. agencies that serve and protect consumers?			
13.	Can you list at least five things a consumer should know before buying expensive equipment or appliances?			
14.	Do you plan ahead and shop carefully for major purchases?. . .			
15.	Can you name five or six sources of reliable consumer information?			
16.	Do you know when a bargain is right for you?			
17.	Do you ever write down your goals for spending?			
18.	Do you keep your possessions in good condition?			

13

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UNIT ONE

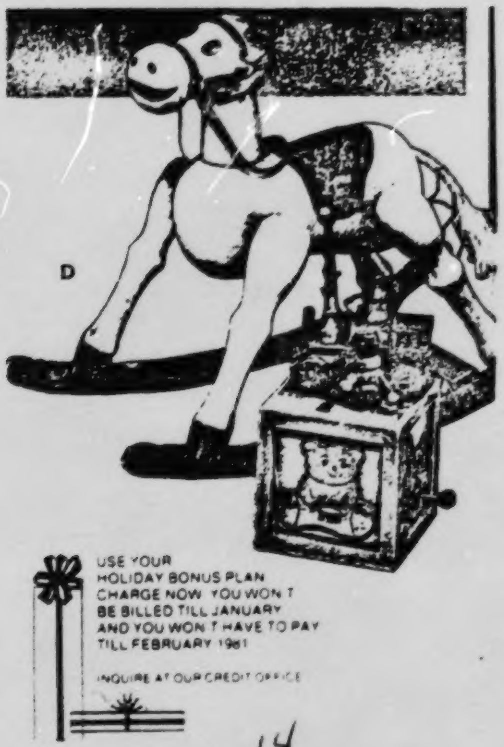
LEARNING GOALS: GIVEN A COMPARISON SHOPPING PROBLEM, YOU WILL UNDERSTAND AND BE ABLE TO DIFFERENTIATE BETWEEN DOING COMPARISON SHOPPING AND IMPULSE BUYING.

Nearly all people are consumers today. The informed consumer knows that the cost of any item must be considered not only in terms of dollars and cents, but also in terms of other goods and services one could purchase for the same price. In business the decision could mean the sacrifice of a computer system, or the purchase of an existing store, or repayment of long term debt, or some other investment for the same price.

When we make frequent purchases such as food and clothing, and when we purchase items such as a car, a color TV, or a stereo set, a little looking around will tell us that prices vary from store to store and brand to brand for the same or very similar items. It is possible to save a considerable amount of money. The larger and more expensive items can be important decisions to us and deserve our full attention.

There are basically two ways to shop. One is COMPARISON SHOPPING, which really means intelligent shopping. The other is IMPULSE BUYING.

Shopping is more than simply buying something. It involves deciding ahead of time why we are buying, and how we are buying. This calls for making for ourselves a plan for buying. Developing the plan is called COMPARISON SHOPPING.



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UNIT ONE CONTINUED

Our other choice is simply see an item, like it, want it, and buy it!!! That is called IMPULSE BUYING. You probably can recall times that you have been an impulse buyer, and times when you made intelligent buying decisions. You saved money and were more satisfied when you comparison shopped and made the right decision. If you attained a real value and were happy with your choice through impulse buying, it was pure chance or luck on your part.

Impulse buyers have only one choice - to buy or not to buy. Impulse buying is like choosing in the dark - it's almost impossible to know what to expect of your purchase. But comparison shoppers seek out all the alternatives they have in terms of why, what, where, when, and how. They have a wide selection to use in making their choices. They have a pretty good idea of the quality, service, guarantee and price of whatever it is they buy, and generally know about what to expect of their purchase.

A
air spare
Reader's
FIRST AID
HIGHWAY SAFETY FOR 12
B
C
E
D

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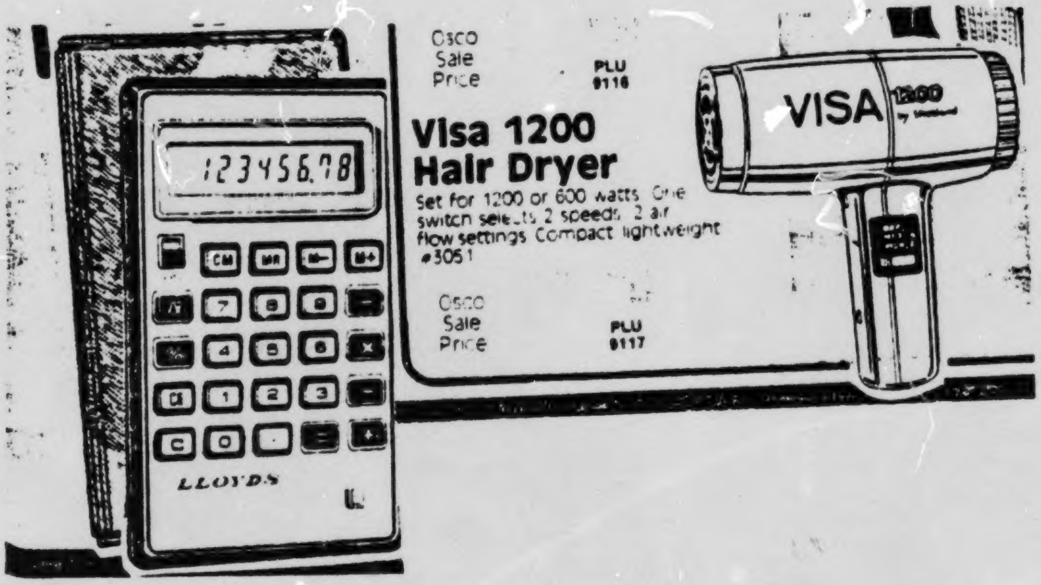
UNIT ONE CONTINUED (Case study)

		Comparison Shopping	Impulse Buying
1.	While running into the drugstore for a pack of gum, Mrs. Spiker saw a set of dishes on sale and bought them.	( )	( )
2.	Brian and Sue were at the supermarket looking for a turkey for the holidays, having looked at the newspaper ads and three different brands in the store, they selected one that was lowest priced in the Grade A quality.	( )	( )
3.	Patrick had wanted a new first basemans mit for a year and had saved for the purchase. At the close of the season, the Sportsman had a sale on Rawlings at forty percent off. Though not the cheapest price, he bought the mit.	( )	( )
4.	Bridget was thinking of buying a used car. Her teacher put a for sale sign on his car and Bridget looked it over and bought it.	( )	( )
5.	Jon needed a new hair dryer. After looking at catalog sales and at five stores, he went to Service Merchandise and purchased the hair dryer.	( )	( )
6.	Kim liked the cover of a rock album so she purchased it at the local music store.	( )	( )


12345678
LLOYDS
Osco
Sale
Price
PLU
0116
Visa 1200
Hair Dryer
Set for 1200 or 600 watts. One switch selects 2 speeds, 2 air flow settings. Compact lightweight
#3051
Osco
Sale
Price
PLU
0117
VISA 1200

UNIT ONE CONTINUED

Your responses to the cases should be as follows:

	Comparison Shopping	Impulse Buying
Case #1		X
Case #2	X	
Case #3	X	
Case #4		X
Case #5	X	
Case #6		X

If you got all the answers all correct, proceed on to the next unit. If you missed any, review it.

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UNIT TWO

LEARNING GOAL: YOU WILL BE ABLE TO LIST FIVE STEPS OF COMPARISON SHOPPING AND ASK TO QUESTIONS A CONSUMER SHOULD ASK HIMSELF.

Probably the most important part of COMPARISON SHOPPING is YOU, yourself. Every person is different in terms of values, goals, likes, dislikes, and what they determine to be their needs and wants. It is these feelings--or values--that have so much to do with the kinds of shoppings habits we get ourselves into. If you are to become a good COMPARISON SHOPPER, you need to know how to plan your purchases, using all the facts you can find together with your values. Becoming a good comparison shopper requires five steps before making a purchase. These steps can be stated as questions: Why, What, When, & How.

Why? Why are you shopping. This means to ask yourself whether you are planning to purchase something you actually need, or whether it is something you want. If it's a need, then your decision will likely be to buy it. If it is a want, then you must decide whether you want it for a valid purpose or whether it is an (impulse) want. If it is a valid want, then your decision will be to buy. But be sure to compare each want with other wants so theat you can determine whether what you decide to buy is more important to you than what you must be without in order to have it. The main thought is that the better cahace you have of making the kind of purchasing decision that will be most satisfying to you in the end.

WHAT? What are you buying? In answering this question you will determine rather specifically just what is it you are going to buy. In so doing, you will avoid buying more or less than you really need. What you buy will be the result of planning, and not be something purchased on impulse. Questions will arise, such as: Is it the best model, size, style, etc. Am I buying what I really need or a lot of extras I can't afford and could do without? Am I passing up needed extras which I really do need just to save on the price?

WHEN? When should you buy? Prices on almost everything vary throughout the year. These price variations are the results of sales and seasonal inventories. As an intelligent shopper, you should decide when you are going to purchase the items you have decided you need. Knowing when takes planning. Only through planning can you determine whether to wait for a sale and a lower price or whether you need the article before it is likely to go on sale.

WHERE? Where should you buy? The answer to this question is no longer an easy one. Today there are shopping malls, department stores, discount stores, variety stores, specialty stores, neighborhood stores, catalog houses, discount catalog stores, etc. All should be used in comparison shopping before a final decision is made concerning a major purchase.

HOW? How should you buy? The answer to the question is largely dependent upon the previous three--what, when, and where. By careful planning, you are likely to be able to save enough money to pay cash for your purchase. In the purchase of larger and more expensive items, it may be necessary or desirable even to make the purchase on credit. As a good comparison shopper you will be able to determine when you can or should pay cash. In these days of inflation and high prices, it may concern you to see if a new model is going to be much more expensive. You will need to decide whether buying now at lesser price and spending for a finance charge will be offset by the saving and reduced money value through higher retail costs. You must then shop for credit as intently as you do the retail value as credit may vary widely depending upon the company or method you select.

What you should know about using credit

Name these steps, and use them when you plan to make a purchase of considerable value and importance, you are bound to become a smart and intelligent COMPARISON SHOPPER. The important thing is to remember the steps. Check your ability by writing the key words below in the proper order--than check your answers with the information on the previous page.

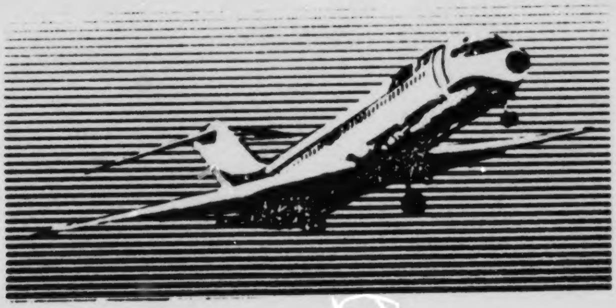
1.

2.

3.

4.

5.



YOU SHOULD HAVE ANSWERED

1. Why?
2. What?
3. When?
4. Where?
5. How?

If you had the answers all correct, proceed. If not, review quickly, then take the previous test again by covering the answers you wrote earlier. This is a clue to your plan for COMPARISON SHOPPING, SO COMMIT THEM TO MEMORY SO AS TO SUCCEED WITH THE PROJECT.

UNIT THREE

LEARNING GOALS: DEPENDING ON THE PRODUCT OR SERVICE YOU SHOULD BE ABLE TO LIST IMPORTANT VARIABLES WHICH SHOULD BE OF PRIMARY CONCERN IN COMPARISON SHOPPING.

You now need to become more aware of the basic variables which should be compared for any item you have decided to purchase. The plan is to simply follow the why?, what?, when?, where?, and how? questions and develop your own answers. These variables--quality, features, service, installation costs, warranty, price, availability or repair parts, economy of operation, reputation of retailer, and store policies & practices are some of the specifics which should be compared for any product or item before it is purchased. These comparisons are not necessarily separate from the process--in fact they are considerations at the same time, they may be a part of the process.

QUALITY--is probably the most important reason. Almost anything you might want to buy is availabe in a wide range of models and brands, which means wide range of standard or quality. Items such as two kinds of apples in the food market might be easily compared through the senses of sight, feel, and smell. However, other items such as TV sets, automobiles, etc. cannot. These must be compared on the basis of consumer information, such as labels and tags at the point of sale. Consumer Reports and Consumer Research publish the results of extensive product testing by reputable organizations. Many items have seals of approval from testing labs. Advertising is a source of quality information too, although not all of it is factual. It is important to remember that you--as an intelligent shopper and a **COMPARISON SHOPPER**--need to compare quality before you buy anything!!!

VB
23

SERVICE AND INSTALLATION--are important variables too. This can be understood in two ways. First, assume that the item we are going to purchase is going to give the kind and quality of service we expect. That service "life span" is important and should and can be compared. First, find out if you or the store bears the cost of any installation that is necessary and if they have on hand in a local warehouse available parts.

A second meaning of service, the one which we want to consider here, refers to the kind of service you, the consumer, might expect from the seller. Is the store, person, reputable? Is the seller fair, honest, and trustworthy? Is he prompt in replacing or repairing defective merchandise? If you are not personally acquainted, ask around of acquaintances and friends. Local Better Business Bureas can help with information too. If you do a good job of comparing service before you buy, you will most likely be a satisfied customer. Reputable merchants want customers to be satisfied and to return again and again.

WARRANTIES--should be compared in the comparison shopping activity. An FTC (Federal Trade Commission) ruling states that all consumer products worth $5 or more may have either a "full" or "limited" warranty. A full warranty means that a defective product would be repaired or replaced free of charge. This must be done "within a reasonable time" or the full purchase price will be refunded. A limited warranty may be limited either by the terms of the warranty or by the time limit imposed and the limitations must be explained clearly in the warranty. Thus, it is important to compare the warranty too if we do a thorough job of comparison shopping.

STORE POLICIES AND RETURNS AND EXCHANGES--One can ask questions regarding specific policies and the word of mouth experiences of friends and relatives regarding things like returns and exchanges. Most stores have written policies with which all the sales people are familiar.

ECONOMY OF OPERATION--Is becoming a much more important variable as more of our national resources come into short supply. For instance gas mileage in autos, power savers on air conditioners and refrigerators, and suds and water savers with cold water rinse cycles on washers, high efficiency water heaters, etc. Economy is yet another variable which should be considered.

The final variable is PRICE. Price is important--but contrary to what a lot of people think, it is not necessarily the most important variable in comparison shopping. If we simply go and buy the cheapest, we may end up with an inferior product that does not serve our needs and cannot be repaired or replaced through a good warranty when it fails. If that is the kind of product we end up with, then it really wasn't the cheapest--in fact, it was the most expensive because in a real sense we have wasted our money. On the other hand, it is very important to shop for price "after" we have made the other comparisons and determined what it is we want to buy. That way we can get what we want for the best price and probably save a few dollars in the process. Those extra dollars help our budgeting and that is what COMPARISON SHOPPING is all about.

UNIT THREE CONTINUED

Check your understanding of Unit III, answer the true or false questions without looking at the information given in the unit.

_________ 1. The most important thing to compare in COMPARISON SHOPPING is the price.

_________ 2. To determine quality, consumers can always personally examine all products which they intend to buy.

_________ 3. A "full" warranty means that a defective product will be repaired replaced within a reasonable length of time.

_________ 4. A retailer's reputation for being fair and honest is an important consideration for an intelligent shopper.

_________ 5. Advertisements are always a good reliable source of product information.

_________ 6. In comparing quality of similar products the consumer can get a lot of good information from the Better Business Bureau.

_________ 7. A warranty good for ninety days is a "full" warranty.

_________ 8. Consumer Report is a publication which gives the results of extensive product testing by a reputable organization.

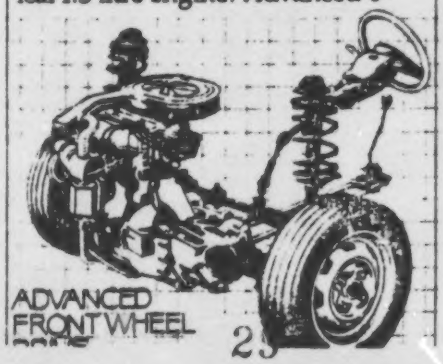
_________ 9. Economy of operation may be an important buying factor.

_________ 10. A decision to purchase a discontinued model at the lowest price may not be a wise buying decision.

The all-new front-wheel-drive Mazda GLC. Just one look and you'll see its remarkable value versus Rabbit or Civic.

In a world of good economy cars, Mazda now announces a *great* one. The all-new 1981 Mazda GLC was conceived, engineered and built to be nothing less than the new state of the art in front-wheel-drive technology. And signals important new advances in what you can expect—and should look for—in a car of this class.

Starting with the basic concepts and inherent advantages of the transverse-engine, front-wheel-drive configuration, Mazda engineers have redesigned, redesigned major component areas. Like a more powerful yet more economical 1.5 litre engine. Advanced 4-wheel independent suspension. And a redesigned rack-and-pinion steering system. The result is a sophisticated, high-quality front-wheel-drive car that may surprise you. Especially if you've driven others.



The all-new GLC is fun to drive. The steering is light and precise. The shifting is quick and positive. The turning diameter is one of the shortest around. And the interior is one of the roomiest in its class. In fact, this new GLC is actually bigger, faster, lighter, more aerodynamic and quieter than its predecessor.

Yet, importantly it also offers substantially increased gas mileage.

35 EST. mpg **43** EST. hwy mpg **

UNIT THREE CONTINUED

You should have answered as follows:

1. False
2. False
3. True
4. True
5. False
6. False
7. False
8. True
9. True
10. True

If you answered all the questions correctly, move on to Unit Four. If you missed any, review before going on. Repeat the test until you get them all right.

UNIT FOUR

LEARNING GOAL: GIVEN EIGHT LOCAL RETAIL NAMES, YOU WILL BE ABLE TO MATCH EIGHT DESCRIPTIVE TERMS.

One of the reasons this unit has been developed is the sheer complexity of the marketplace today. This complexity is readily seen in the vast numbers of different types of retail stores and outlets where one can do COMPARISON SHOPPING today even in a community as small as this one.

It is difficult to know about different stores and shops, but be aware of the various kinds and something about their products and services is important. You may be able to suggest local stores which fit into each category of store as it is discussed. You may also find that a local store may fit more than one category.

CHAIN STORES--These are owned and operated by one large company as a chain. They all have the same name and general appearance. Because they can sell merchandise which is purchased in large quantities, their prices may be somewhat less than the independent store. Their service is likely to be less personal too.

CONSUMER COOPERATIVES--A cooperative is formed by a group of consumers so they can purchase merchandise jointly at lower prices. They sell to members, and sometimes to the public. Prices are usually lower, buty they may be limited variety and few customer services.

CONVENIENCE STORES--These are well described by their name of "convenience." Generally they are located in or near residential areas and stock the kinds of food and household items which consumers want to pick up singly and at odd hours. They are generally open every day, and many never close. They offer convenience--but the consumer generally pays for htis convenience in higher prices.

DEPARTMENT STORES--A department store is like a large variety store offering a wider selection of merchandise in more varied price lines. Department stores may be either independent or chain.

DISCOUNT STORES--Chain or independent stores that attempt to undersell other merchants on some known lines and types of merchandise are called discount stores. They generally have fewer customer services, limited return priveleges, few sales people, but they do provide lower prices on some products and generally convenient parking and evening shopping hours.

DOOR-TO-DOOR SELLING--A door-to-door salesman may be a reputable person who sells good quality merchandise. If so, he can offer the convenience of shopping at home, if you are willing to pay somewhat higher prices without much opportunity to compare the merchandise with similar examples. The wise consumer makes sure of the salesman's reputation and honesty before buying.

27
19

INDEPENDENT STORES--Just as the name implies, they are owned and operated by a person or family, and are not part of a large group of stores operated under the same name. They generally provide more personal service and attention for the shopper, but their prices may have to remain fairly high because they cannot take advantage of high quality purchasing.

MAIL ORDER--The mail order house sells merchandise through orders received and filled by mail. It offers convenience, return privileges, and usually reasonable prices. Catalogs can be used in comparison shopping, however, there is no opportunity to examine the merchandise before purchasing it unless one goes to the retail store affiliated with the catalog store, if available.

SHOPPING MALLS OR CENTERS--The shopping mall, although not a single retial outlet, should be listed as a special category. Many of the newer, larger malls have over 100 individual stores--department, supermarkets, variety, specialty, etc., which offer the consumer a variety of choices in both comparison shopping and products.

SPECIALTY SHOPS--Shops that offer only one kind of merchandise--such as women's clothing, shoes, athletic equipment, etc. They may be either independent or a part of a chain. Their sales people are usually knowledgeable about their merchandise, and there is a wide variation of brands and prices available.

SUPERMARKETS--Supermarkets deserve a special listing since they have pretty well dominated the retail food business. Supermarkets are generally "chain" stores, and most of the newer, larger ones have expanded beyond just food to a wide variety of household goods, drugs and in some cases clothing. A well stocked supermarket today is said to have over 10,000 separate items on display!!!

VARIETY STORES--The variety store sells many kinds of products, ususally on a self-service basis. Prices may be low, but the quality of goods can be uncertain. Service, as a rule, is limited and the brands of merchandise carried may not be well-known. When you can find standard brands, you can comparison shop, but much of the time you are along and need to seek additional product information.

VENDING MACHINES--These machines offer quick self-service without a sales person involved. They operate 24 hours a day and usually have reasonable prices. However, they offer little opportunity to inspect the merchandise, permit no returns, and offer no customer service.

UNIT FOUR CONTINUED

Check your learning ability. Without looking at the list see if you can list eight different retail stores and categorize them among the descriptions given. (Remember, eight different categories too)

1.

2.

3.

4.

5.

6.

7.

8.

After you have finished check your work with the two previous pages, then check with your teacher. If you got all of the examples right, you did well. If not, make a quick review.

UNIT FIVE

LEARNING GOALS: GIVEN A DEFINITION OF IMPORTANT CONSUMER SHOPPING TERMS, YOU WILL BE ABLE TO MATCH THESE TERMS WITH DESCRIPTIONS ON A POST-ASSESSMENT QUIZ.

The terms and descriptions which follow list some of the more important and obvious sources of product information and consumer aids for shopping. Do your best to retain the terms and find significance in their meanings.

ADVERTISING--Some advertising can serve the consumer in COMPARISON SHOPPING. Local advertising, such as newspapers and radio and TV, provide information about prices, "specials," and "sales." Supermarkets, furniture stores, automobile dealers--in fact most local merchants advertise locally and provide information for consumers. Classified ads in local newspapers also provides a good source of comparison shopping information.

CATALOGS--If we could have only one source of product information, the best signle source might well be the catalog of a large mail-order house. These give reliable information and let the consumer compare a variety of models, sizes, etc., of the same or similar products.

CONSUMER MAGAZINES--When you are considering an expensive item or one about which you know very little, you should refer to one of the publications of organizations which test consumer products and publish the findings in magazines. The two best known magazines are CONSUMER REPORTS AND CONSUMER RESEARCH. They are available at news stands and at your library.

HOUSE BRANDS--The wise consumer is aware of house brands and their comparisons with national brands. House brands can be just as good in every respect but are usually much cheaper. This is possible because large chains have many retail stores and can afford to have products manufactured and/or packaged under their own brand name. The savings to the retailer in house brands is then passed on to the consumer.

LABELS--The label on most food packages, clothing and many other consumer products is probably the best source of consumer information--at least at the point of sale. By studying the labels, the intelligent consumer can compare like or similar products.

MANUFACTURER'S INFORMATION--Manufacturers distribute and develop free brochures and booklets which provide detailed information about their products and services. Examples are: autos, cycles, mobile homes, sporting goods, and most appliance manufacturers.

OPEN DATING--Manufacturers and distributors market their products with dates, either of manufacture or of last day to be sold. Open dating for many foods and other perishables are on the package available for the consumer to read. With open dating a consumer can compare freshness which is a good indicator of quality.

UNIT FIVE CONTINUED

SELECTIVE SHOPPING--This activity entails comparing the price of a specific item at different stores. As we studies earlier, there is a wide variety of retail outlets where the shopper can purchase the same product. These retailers differ in many ways--one of which is the price they charge for nationally advertised products.

TRUTH-IN-LENDING--This law is a good example of consumer information which should be used in COMPARISON SHOPPING. The final question to ask before purchasing is "HOW?" If the answer is credit, then you must shop for money you need to borrow. Truth in lending requires that all credit costs be printed plainly on the contract in both the dollar amount and the true annual percentage rate. Other information required by the act is: cash price, down payment, total amount financed, late charges, total of payments, number of payments, and amount of payments.

UNIT PRICING--"Now, simply by looking at the label on the shelf, most stores show the price per unit, ie. per pound, per pint, etc. With unit pricing it is easy to compare the price when choosing between packages of different sizes and weights. Before the advent of unit pricing,the consumer had to be a mathematician to quickly compare unlike weights and prices.

WARRANTIES--As mentioned earlier, the warranty is an important variable. It may be expressed or implied. An implied warranty is unwritten, and means the product will do what it has been designed to do or a suitable adjustment will be made. An expressed warranty--a written warranty--may be a full or limited waranty. A "limited" warranty is limited either by the terms of what the manufacturer will repair or replace, or in terms of time limit stated in the warranty.

These sources of consumer information provide the basis for comparison shopping. Comparison shopping requires a considerable amount of time and effort on the part of the consumer, you.

Now that you have carefully studied, you are ready to attempt the POST-TEST. You will probably succeed with ease, however, the real test will come later when you become a consistent and effective COMPARISON SHOPPER.

UNIT FIVE **CONTINUED**

POST-TEST--Now you may check your understanding of unit five by matching the terms at the left with the descriptive statements in the center of the page. If you get all the problems right--that is great. If you miss a couple, review so as to understand better your role as a COMPARISON SHOPPER.

Unit pricing

Open dating

Label

Selective shopping

House brands

Consumer magazine

Catalog

Truth-in-lending

1. In shopping for credit, the ____________________ law provides the consumer with the true annual percentage rate.
2. ____________________ let the consumer compare various brands, sizes, etc. of similar products without going to a retail outlet.
3. The easiest way to compare the price of a package which weighs 7 1/2 oz. and sells for 35¢ with a similar package which weighs 12 oz. and sells for 65¢ is to use ____________________
4. When considering the purchase of a car, one of the ways to learn about the car is by getting __________.
5. ____________________ lets the consumer know the latest date that a meat or dairy product can be sold.
6. The smart consumer who wants to know more about the nutritional value of a food product may carefully ready the ____________________.
7. When comparing the price of a specific product at several stores, the consumer is practicing ____________________.

STOP THEFT
ON GSA SCHEDULE

UNIT SIX

LEARNING GOALS: EACH ONE TEACH ONE--SELECTING A PRODUCT OR SERVICE YOU WILL CONDUCT A COMPARISON SHOPPING EXPERIENCE TO TWO OR MORE RETAIL ESTABLISHMENTS. YOU WILL LIMIT YOUR PRODUCT OR SERVICE TO A REALISTIC PROJECT AND UTILIZE AS MUCH PREVIOUS INFORMATION FROM THESE UNITS OF STUDY AS IS PRACTICAL AND RELEVANT TO BRINGING YOUR COMPARISON SHOPPING PROJECT TO A SUCCESSFUL CONCLUSION.

1. Discuss your shopping experience before the class.
2. Prepare a brief written outline of discussion. Show pictures and proof.
3. Prepare four questions (T F/ Mult. Choice/ Completion) over your oral report. (Total of four)
4. Make your recommendation of purchase based upon the learning goals of Units 1-5

After you have finished your comparison shopping, the answers of what to buy--to satisfy you--will be pretty clear. But remember, to shop effectively, you need to avoid impulse buying, follow the process (why, what, when, where, how), compare the variables, choose the seller, use all information available, make your decision, and feel satisfied about your choice.

Some possible comparison shopping products are as follows: Apartments, Clothes, Credit, Furniture--Room, Grocery order, Hair Dryer, Household Appliances, Stereo Component Set, TV, Used Car.

If you cannot or do not wish to comparison shop, you may select the consumer issue of greatest interest to you and (1) thoroughly research and study it, and (2) present a written and oral report covering all important aspects of the issue. Answer the following questions in your report:

A. What is the issue?
B. When and why did it become an issue?
C. What individuals and groups are most seriously affected by the issue?
D. What are some conflicting views on the issue.
E. What do authorities and experts say?
F. How do you feel about it?

On the attached sheets you will find a greater detail of possible products and retailers to visit and what your goals should be. Also, an index of Consumer Report product studies for 1980 is attached to help you make your recommendations and original choices.

At the conclusion of the oral reports, we will take a student/teacher built Post-test. Good luck and enjoy your shopping.

COMPARISON SHOPPING FIELD TRIP

General questions to be answered by your shopping field trip experience.

1. Where did you shop the first two days?
2. Were you able to stay within a planned budget?
3. Could you get a better price than the retail list price?
   Did you try to get a price concession or inquire as to any sale dates?
4. Discuss in terms of the following: Brand Names, Price, Size, Color, Service, Quality, Parts Availability, Installation Costs, Warranty, Special Features, and Other such as Library Research.
5. Make your recommendations and justify your choices?

Possible choices of products and places to shop. Select (One)

A. KITCHEN
Get full descriptive details and shop at least two major appliance stores.
Examples: J. K. Green, Wholesalers Buyers Mart, Sears, Wards, etc.
Get prices and literature. Discuss new techniques and options.
Try to stay near a budgeted total for range, refrig., and breakfast set.
Ask information of sales people and friends. Refer to Consumers Reports.
Make oral and written summary, don't forget your questions.

B. APARTMENT RENTAL
Visit two or more different apartment units. (Phone others if you like)
Check for services, facilities, utilities, and prices.
Discuss down payment or security fees. Discuss with other tenants.
Consider furnished or unfurnished. Consider pool and or club house.

C. GROCERY SHOPPING
Prepare a weekly menu for three. Assume you have some staples on hand such as salt, pepper, flour, sugar, etc.
Prepare a list of twenty items to support your menu. Be sure to use unit prices and discuss. Compare three major supermarkets or two supermarkets and one convenience store. Consider coupons and specials.
Draw your conclusions and weigh the cost of gas to get to your point of shopping. Compare brand names and house brands. Reminder about oral report, written report, and questions for post-test.

D. TRAVEL
Plan a Florida vacation in the spring of this year. (Select a favorite beach or Disney World, etc.)
Check and compare on air fare, train, bus, other.
Compare motels on the beach or nearby.
Compare with travel agencies for special package deals.
Look at travel magazines for additional information
Oral and written reports with recommendations based on thorough research and comparison. Don't forget questions too.

E. OTHER IDEAS
Follow same format. Consider credit buying, TV's, stereos, washer/dryers, used cars, microwave oven, office wardrobe, etc.

34

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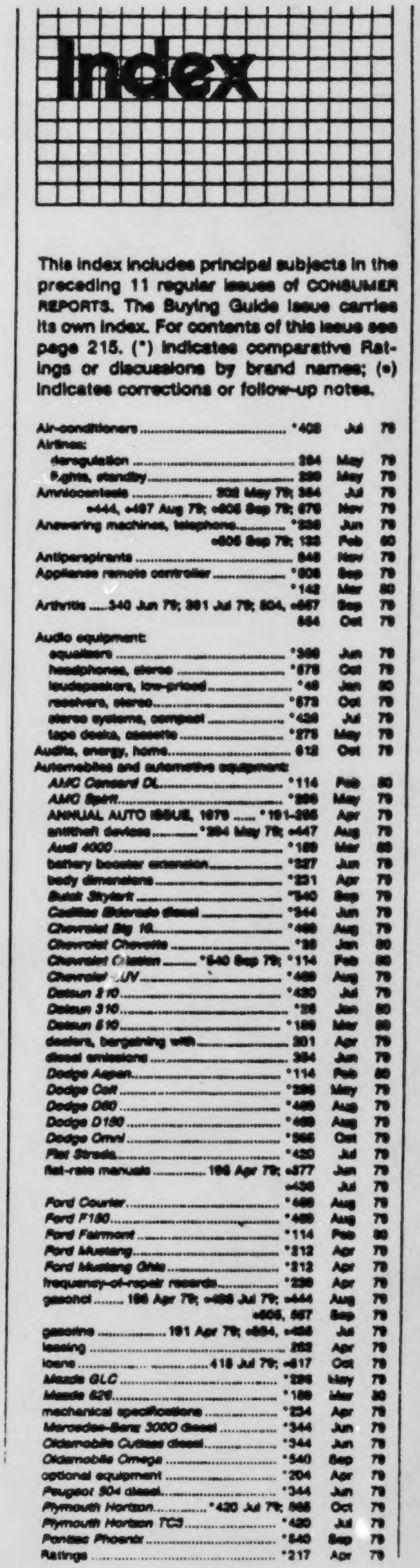
CONSUMER REPORTS & CHANGING TIMES INDEX

Everyone is to research information for their projects in the Instructional Materials Center or if appropriate you may choose from the following list available in your classroom:

1980 April CHANGING TIMES
- p. 18 New kind of stereo records
- p. 21 Managing your credit
- p. 45 Bewildering facts of Life Insurance
- p. 59 Your Car can last 100,000 miles and more.

1980 April CONSUMER REPORT
- p. 219 The year car prices turned upside down.
- p. 230 New cars--which options should you choose.
- p. 263 Auto--Frequency of repair records 74-79.
- p. 273 Good bets in used cars.

Other information found to the right and next page.



Index

This index includes principal subjects in the preceding 11 regular issues of CONSUMER REPORTS. The Buying Guide issue carries its own index. For contents of this issue see page 215. (*) indicates comparative Ratings or discussions by brand names; (•) indicates corrections or follow-up notes.

Air-conditioners	*408	Jul	79
Airlines:			
deregulation	294	May	79
flights, standby	290	May	79
Amniocentesis ... 302 May 79;	384	Jul	79
•444, •497 Aug 79; •606 Sep 79;	676	Nov	79
Answering machines, telephone	*338	Jun	79
•606 Sep 79;	132	Feb	80
Antiperspirants	648	Nov	79
Appliance remote controller	*508	Sep	79
	*142	Mar	80
Arthritis ... 340 Jun 79; 391 Jul 79; 504,	•567	Sep	79
	584	Oct	79
Audio equipment:			
equalizers	*368	Jun	79
headphones, stereo	*576	Oct	79
loudspeakers, low-priced	*46	Jan	80
receivers, stereo	*573	Oct	79
stereo systems, compact	*426	Jul	79
tape decks, cassette	*275	May	79
Audits, energy, home	612	Oct	79
Automobiles and automotive equipment:			
AMC Concord DL	*114	Feb	80
AMC Spirit	*296	May	79
ANNUAL AUTO ISSUE, 1979	*191-265	Apr	79
antitheft devices ... *294 May 79;	•447	Aug	79
Audi 4000	*189	Mar	80
battery booster extension	*327	Jun	79
body dimensions	*231	Apr	79
Buick Skylark	*540	Sep	79
Cadillac Eldorado diesel	*344	Jun	79
Chevrolet Big 10	*469	Aug	79
Chevrolet Chevette	*38	Jan	80
Chevrolet Citation ... *540 Sep 79;	*114	Feb	80
Chevrolet LUV	*469	Aug	79
Datsun 210	*420	Jul	79
Datsun 310	*38	Jan	80
Datsun 510	*189	Mar	80
dealers, bargaining with	201	Apr	79
diesel emissions	384	Jun	79
Dodge Aspen	*114	Feb	80
Dodge Colt	*296	May	79
Dodge D50	*469	Aug	79
Dodge D150	*469	Aug	79
Dodge Omni	*566	Oct	79
Fiat Strada	*420	Jul	79
flat-rate manuals ... 198 Apr 79;	•377	Jun	79
	•426	Jul	79
Ford Courier	*469	Aug	79
Ford F150	*469	Aug	79
Ford Fairmont	*114	Feb	80
Ford Mustang	*212	Apr	79
Ford Mustang Ghia	*212	Apr	79
frequency-of-repair records	*239	Apr	79
gasohol ... 196 Apr 79; •426 Jul 79;	•444	Aug	79
	•505, 557	Sep	79
gasoline ... 191 Apr 79; •384,	•426	Jul	79
leasing	262	Apr	79
loans ... 418 Jul 79;	•617	Oct	79
Mazda GLC	*296	May	79
Mazda 626	*189	Mar	80
mechanical specifications	*234	Apr	79
Mercedes-Benz 300D diesel	*344	Jun	79
Oldsmobile Cutlass diesel	*344	Jun	79
Oldsmobile Omega	*540	Sep	79
optional equipment	*204	Apr	79
Peugeot 504 diesel	*344	Jun	79
Plymouth Horizon ... *420 Jul 79;	566	Oct	79
Plymouth Horizon TC3	*420	Jul	79
Pontiac Phoenix	*540	Sep	79
Ratings	*217	Apr	79

35

  repair costs 198 Apr 79; •377 Jun 79; •434 Jul 79
  testing, explanation of CU's 210 Apr 79
  tires:
    comparing 198 Apr 79; 386 Jul 79
    Firestone 500 recall *199 Apr 79; *327 Jun 79
      435 Jul 79
    pressure gauges *125 Feb 80
    pumps *122 Feb 80
  Toyota Corolla Tercel *26 Jan 80
  Toyota Corona *189 Mar 80
  trucks, pickup *489 Aug 79
  used *249 Apr 79
  VW Rabbit *296 May 79; •604 Sep 79
    616 Oct 79; *26 Jan 80
  warranties 598 Oct 79; 4 Jan 80

Banking, checking accounts 478 Aug 79; 624 Nov 79
Barter club 386 Jul 79; •624 Nov 79
Battery booster extension *327 Jun 79
"Best Buy" gifts, 1979 *680 Nov 79
Binoculars *196 Mar 80
Broker fees, real estate 265 May 79; •604 Sep 79
  616 Oct 79; 141 Mar 80

Calculators:
  calorie computer *567 Oct 79
  printing *592 Oct 79; •57 Jan 80
Cameras:
  autofocus *12 Jan 80
  lenses for 35mm SLR's *536 Sep 79
  35mm SLR *528 Sep 79; •57 Jan 80
Can openers *394 Jul 79; •624 Nov 79
Cancer & fluoridation 445 Aug 79
Carpet shampoos *180 Mar 80
Cassette, video *385 Jul 79
Caulking compounds, foam *189 Apr 79
Center for the Study of
  the Consumer Movement 505 Sep 79
Checking accounts 478 Aug 79; 624 Nov 79
Cheese, cottage *387 Jul 79
Cleaners:
  Scrunge, scouring sponge *266 May 79
  shampoos, rug *180 Mar 80
  ultrasonic *265 May 79
Cleansers, face *394 Jul 79
Clothes washers *650 Nov 79
Coffee makers, drip *8 Jan 80
Coffees, instant *569 Oct 79; 140 Mar 80
Computers:
  calorie *567 Oct 79
  guide to schools 142 Mar 80
Condoms *583 Oct 79; 4 Jan 80; •143, 209 Mar 80
Consumers Union:
  annual meeting notice 566 Oct 79
  by-laws changes 506 Sep 79
  directors elected 7 Jan 80
  financial statement 611 Oct 79
  nominating directors 326 Jun 79
  product testing 266 May 79
  radio program 626 Nov 79
  tv program 65 Feb 80
  Warne, Colston 66 Feb 80
Convection ovens *644 Nov 79
Cookware:
  handle detaches *141 Mar 80
  pots & pans *153 Mar 80
Cooler chests *313 May 79; 479 Aug 79
Corn poppers *628 Nov 79; 132 Feb 80; 206 Mar 80
Cottage cheese *387 Jul 79
Courts, small claims 666 Nov 79; •57 Jan 80
  •64, •65 Feb 80; 140 Mar 80
Creams, cleansing *394 Jul 79
Credit:
  car loans 418 Jul 79; •617 Oct 79
  cooling-off period 626 Nov 79
  insurance 415 Jul 79; 584 Oct 79; •627 Nov 79
Curling irons, electric *108 Feb 80

Deodorants 648 Nov 79
Deregulation:
  airlines 284 May 79
  trucking 359 Jun 79
Dialers, telephone, automatic *590 Oct 79
Diesel emissions 354 Jun 79
Docket 274 May 79; •437 Jul 79
  493 Aug 79; 610 Oct 79; 112 Feb 80
Dressings, salad *448 Aug 79
Dyes, hair, safety 456 Aug 79; •624 Nov 79

Electricity, plugs, polarized 385 Jul 79
Electricity-use monitor *141 Mar 80
Energy conservation:
  audits, home 612 Oct 79
  electricity-use monitor *141 Mar 80
  flue dampers *18 Jan 80; 208 Mar 80
  furnaces, derating 553 Sep 79
  gas-saving products *78 Feb 80
  paint, *Insul-Aid* *65 Feb 80
Equalizers, audio *366 Jun 79

Face cleansers *394 Jul 79
Fans, electric *403 Jul 79
Fast-food chains *508 Sep 79; 617 Oct 79
  •4 Jan 80; 140 Mar 80
Federal Reserve Board,
  CU's right to sue 505 Sep 79
Federal Trade Commission 149 Mar 80
Fever strips *66 Feb 80
Fire extinguishers *607 Oct 79
Flashlight, *Electric Eel* *446 Aug 79
Flue dampers *18 Jan 80; 208 Mar 80
Fluoridation & cancer 445 Aug 79
Food:
  coffees, instant *569 Oct 79; 140 Mar 80
  cottage cheese *387 Jul 79
  labels, consumers' wants 591 Oct 79
  linguine *328 Jun 79
  pancake mixes *268 May 79; 504 Sep 79
  pie, cherry, *McDonald's* *190 Apr 79
  pizza, frozen *25 Jan 80
  salad dressings *448 Aug 79
  snack, *Moo Munchies* *5 Jan 80
  Soup Starter *189 Apr 79
  soups, canned *144 Mar 80
  spaghetti *328 Jun 79
  spaghetti sauce *331 Jun 79
  syrups, pancake *272 May 79; •447 Aug 79
Funerals:
  FTC rule 492 Aug 79
  memorial societies 490 Aug 79
Furnaces:
  derating 553 Sep 79
  flue dampers for *18 Jan 80; 208 Mar 80

Games, electronic *635 Nov 79; 133 Feb 80
Gasohol 185 Apr 79; •436 Jul 79; •444 Aug 79
  •505, 557 Sep 79
Gasoline 191 Apr 79; •384, •435 Jul 79
Gas-saving products *78 Feb 80
Gauges, pressure, tire *125 Feb 80

Hair dyes, safety 456 Aug 79; •624 Nov 79
Hammer, power, *Remington* *625 Nov 79
  •132 Feb 80
Headphones, stereo *578 Oct 79
Heart-rate monitors *5 Jan 80

Individual retirement accounts 40 Jan 80; 140 Mar 80
Insecticides, household *362 Jun 79
Insurance:
  credit 415 Jul 79; 584 Oct 79; •627 Nov 79
  life 79 Feb 80; 163 Mar 80
  VA, Korean War vets 287 May 79
IRA's 40 Jan 80, 140 Mar 80
Irons, curling, electric *108 Feb 80

Labels, food, consumers' wants 591 Oct 79
Ladders, fire escape *604 Oct 79
Laundry boosters *76 Feb 80
Lawn mowers *468 Aug 79
Leasing, auto 252 Apr 79
Legal services 522 Sep 79; •57 Jan 80; 64 Feb 80
Lenses for 35mm SLR's *536 Sep 79
Life insurance 79 Feb 80; 163 Mar 80
Lights, remote controller *506 Sep 79; *142 Mar 80
Linguine *328 Jun 79
Lotions, cleansing *394 Jul 79
Loudspeakers, low-priced *49 Jan 80

Meat tenderizer, *Jaccard* *625 Nov 79

Nutritional therapy 21 Jan 80; 140 Mar 80

Ovens, convection *644 Nov 79

Paints:
  aerosol, *Pactra Latex Plus* *325 Jun 79
  energy-saving, *Insul-Aid* *65 Feb 80
  latex, exterior *482 Aug 79, •617 Oct 79
  removal tools *355 Jun 79
Pancake mixes *268 May 79; 504 Sep 79
Pancake syrups *272 May 79; •447 Aug 79
Pans, cooking *153 Mar 80
Pensions, IRA's 40 Jan 80; 140 Mar 80
Pie, cherry, *McDonald's* *190 Apr 79
Pizza, frozen *25 Jan 80
Plugs, polarized 385 Jul 79
Polishes, furniture *549 Sep 79
Popcorn poppers *628 Nov 79
  132 Feb 80, 208 Mar 80
Pots, cooking *153 Mar 80
Pregnancy, amniocentesis 302 May 79; 384 Jul 79
  •444, •497 Aug 79; •505 Sep 79; 676 Nov 79
Pressure gauges, tire *125 Feb 80
Price-fixing, consumer suits 128 Feb 80
Propaganda, business 68 Feb 80
Property taxes 546 Sep 79; 676 Nov 79
  57 Jan 80; 208 Mar 80
Pumps, tire *122 Feb 80

Radio cassette recorders *671 Nov 79
Randolph, A. Philip, obituary 386 Jul 79
Ranges *461 Aug 79; •557 Sep 79
Real estate broker fees 265 May 79; •604 Sep 79
  616 Oct 79; 141 Mar 80
Receivers, stereo *573 Oct 79
Record reviews 310 May 79; 374 Jun 79
  602 Oct 79; 674 Nov 79; 64 Jan 80; 130 Feb 80
Refrigerators, bottom-freezer *70 Feb 80
Regulation, government 6 Jan 80
Restaurants, fast-food *508 Sep 79; 617 Oct 79
  •4 Jan 80; 140 Mar 80
Riveting tools *494 Aug 79
Rug shampoos *180 Mar 80

Salad dressings *448 Aug 79
Sauces, spaghetti *331 Jun 79
Schools, computer, guide to 142 Mar 80
Selling it 335, •377 Jun 79; 614 Sep 79; 582 Oct 79
  647 Nov 79; 107 Feb 80; 162 Mar 80
Shampoos, rug *180 Mar 80
Shavers, electric:
  men's *632 Nov 79; •64 Feb 80
  sharpener 142 Mar 80
Sheets, bed-warmer *586 Oct 79
Snack food, *Moo Munchies* *5 Jan 80
Soup:
  canned *144 Mar 80
  Soup Starter *189 Apr 79
Spa, *Instant Spa* *189 Apr 79
Spackling compounds *308 May 79; •556 Sep 79
Spaghetti *328 Jun 79
Spaghetti sauce *331 Jun 79
Sponge, scouring, *Scrunge* *266 May 79
Steam bath, *Instant Spa* *189 Apr 79
Stereo systems, compact *428 Jul 79
Syrups, pancake *272 May 79; •447 Aug 79

Tape equipment:
  decks, cassette *275 May 79
  recorders, cassette radio *671 Nov 79
Taxes, property, Proposition 13 546 Sep 79
  676 Nov 79; 57 Jan 80; 208 Mar 80
Telephone:
  answering machines *338 Jun 79; •606 Sep 79
    133 Feb 80
  dialers, automatic *590 Oct 79
  transmitter, noise-reducing *505 Sep 79
Televisions:
  b&w, 12" *206 Mar 80
  color consoles *13 Jan 80
  picture enlarger *586 Oct 79
  tuner *446 Aug 79; 624 Nov 79
Tenderizer, meat, *Jaccard* *625 Nov 79
Therapy, nutritional 21 Jan 80; •140 Mar 80
Thermometers:
  Electro-Therm *6 Jan 80; •209 Mar 80
  fever strips *66 Feb 80
Tires:
  comparing 198 Apr 79; 386 Jul 79
  Firestone 500 recall *199 Apr 79; *327 Jun 79
    435 Jul 79
  pressure gauges *125 Feb 80
  pumps *122 Feb 80
Toasters *451 Aug 79; *66 Feb 80
Tools:
  hammer, power, *Remington* *625 Nov 79
    •132 Feb 80
  riveting *494 Aug 79
  welder, *Lumiweld* *626 Nov 79
Translator, electronic *446 Aug 79
Trucking deregulation 359 Jun 79
Tuner, television *445 Aug 79; 624 Nov 79
Typewriters, manual *656 Nov 79

Utility rate reform 300 May 79; 497 Aug 79
  504 Sep 79

Vacuum cleaner, *Dustbuster* *325 Jun 79
Vacuum cleaners *515 Sep 79; •64 Feb 80
Vaporizers, electric *36 Jan 80; •140 Mar 80
Video cassette *385 Jul 79
Video disc player *568 Oct 79

Warne, Colston 66 Feb 80
Warranties, auto 598 Oct 79; 4 Jan 80
Washing machines *650 Nov 79
Water fluoridation & cancer 445 Aug 79
Welder, *Lumiweld* *626 Nov 79

Issues of CONSUMER REPORTS are $1.25 each. The enlarged December Buying Guide issue is $3.50. Write Back Issue Dept., Consumers Union, Box 555, Orangeburg, N.Y. 10962. Bound volumes of recent years (one year to a volume) and binders to hold a year's regular monthly issues are available (see coupon, page 277). Issues are available in microform. Write to Xerox University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Mich. 48106, or Micro Photo Div., Bell & Howell, Old Mansfield Rd., Wooster, Ohio 44691

BIBLIOGRAPHY

Campbell, Sally R., Education Resource in the Classroom Series, Sears, Roebuck and Company., Chicago, Illinois, 1979.

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Educational and Community Service. American Council of Life Insurance, 1850 K Street N.W., Washington, D.C. 20006.

H.B.O. T.V. Consumer Education Series.

Johnson, William L., Comparison Shopping, Unigraph 78.

Personal Money Management, Purdue National Bank 1978, A.B.A. Series.

FILMS

The Consumer Game (Color--20 minutes) Pyramid Films, Box 1048 Santa Monica, CA 90406.

Why Do You Buy? (Color--9½ minutes) Journal Films, Inc. 909 West Diversey Pkwy., Chicago, Illinois 60614.

FILMSTRIP

Let's Go Shopping, Changing Times Education Service 1729 H Street, N.W. Washington D.C. 20006

COMPARISON SHOPPING--EACH ONE/TEACH ONE (TEACHER KEY) Use to check Units IV & V.

Feel free to be innovative in the use of these materials. You may skip tests, remove tests, or mask answers. It is of importance that you explain the whole concept of the need and importance of studying these units and applying the concepts in Unit VI. The pre-test and post-test are there to help students make maximum use of their time. The rationale, generalizations, and learning goals are carefully presented in the student's handout.

UNIT IV ANSWERS You may wish to have students discuss a number of local stores which fit each category prior to the unit study.

1. Chain Store - Marsh
2. Neighborhood Consumer Co. Op.
3. Convenience Store - Village Pantry
4. Department Store - Loebs, Ayres, Blocks
5. Discount Stores - Zayre, Woolco, K-Mart
6. Door-to-door - Kirby Sweepers, Avon, etc.
7. Independent Store - Sipes Foods, The Athlete
8. Mail order - Sears, Wards, Spiegles
9. Shopping Mall - Tippe. Mall
10. Specialty Shops - Wood Shed Radio Shack, etc.
11. Supermarkets - Kroger, Marsh, Eisner, Payless
12. Variety Store - Ace Hdwe., Danners, Osco Drugs
13. Vending Machine - Coke, Candy, Peanuts, etc.

UNIT V ANSWERS

1. truth-in-lending

2. Catalog

3. unit pricing

4. consumer magazine

5. Open dating

6. label

7. Selective shopping

TEENAGE BUYING HABITS: Market Research

Marketing and Distribution Class

Grade 11

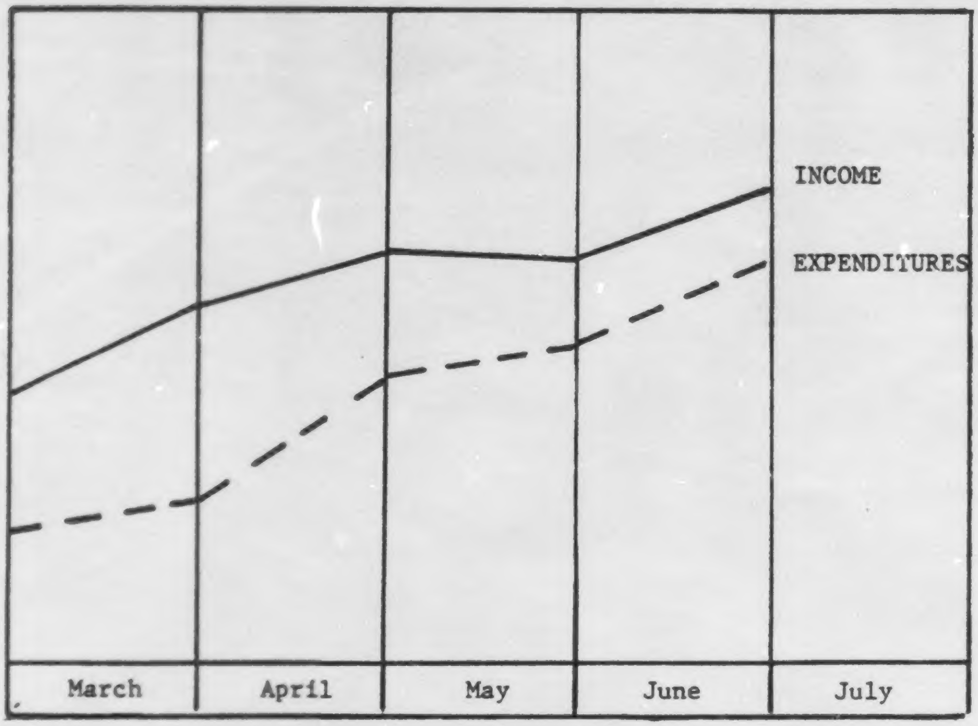
Mike Bridges
Jefferson High School
Lafayette School Corporation
Lafayette, Indiana

MARKETING RESEARCH

by Michael D. Bridges

A project developed for a Marketing and Distribution Class

through a local TRIAD Grant--December 1980



"Teenage Buying Habits"

MARKETING RESEARCH--Table of Contents . . .

Teacher Overview and Rationale 1

Learning and Performance Goals 1

Generalizations 1 & 2

Pre-Test 3 & 4

Pre-Test Key 5

Summary of Instructions and Suggested Time Schedule 6

Instructions and Suggestions for Teaching Unit 7-11

Post Test 12

Bibliography and Credits 12

Appendix

- "Marketing Research" Outline 13-15
- "Marketing Research" Outline--Teacher's Guide 16-18
- "Marketing Research" Outline--Transparencies 19-25
- Teenage Buying Habits--Survey 26-27
- Teenage Buying Habits--Example of Survey 28-29

P 41

MARKETING RESEARCH--Teacher Overview and Rationale

As outlined under purposes the basic purpose of this project is to introduce the student to the field of marketing research in a realistic manner--by using an actual instrument, in this case a survey. We feel the student will find this to be an interesting and fun approach to a sometimes "dry" subject.

The nice thing about this unit is the flexibility that is built in and it is hoped that instructors will adapt this project to their own class needs and individualize it to meet their own goals and objectives.

MARKETING RESEARCH--Learning and Performance Goals

In this unit the student should learn:

--the importance of marketing research

--to determine how marketing research can be used in solving marketing problems

--to identify four marketing research activities that can be used in collecting data (survey, panel, experimentation, observation)

--to prepare a marketing research project

--to illustrate the results of a marketing research project

--to learn more about teenager earning, saving, and spending patterns

MARKETING RESEARCH--Generalizations

This unit will also provide a means for discussion of the following key PFFP generalizations:

--personal and family financial plans provide information for making decisions regarding activities such as spending, saving, and investing to achieve goals

--a financial plan is a system of organizing and controlling resources to evaluate the consequences of day-to-day decisions for their effects on long-term commitments and priorities

--planning is the allocation of resources according to a system of values to which one subscribes; when change occurs in the value structure it is accompanied by the reallocation of resources

Generalizations (continued)

- --at each stage of the life cycle the variety of financial resources available are different, and the accompanying needs and wants of the individual or family are different
- --goals change over time and are achieved by using a combination of resources that vary from one time to another

MARKETING RESEARCH--Pre-Test

1. (3 pts.) Describe what you feel "marketing research" is in your own words:

2. (5 pts.) T--F All businesses do some form of marketing research.

T--F Conclusions should always be drawn from a marketing research project.

T--F A "bias" is a prejudice for or against an idea or subject.

T--F It is not really necessary for conclusions to be acted upon if the research has been done accurately.

T--F An "appendix" of a report is always found in the beginning.

3. (2 pts.) An example of primary data is ______________________.

An example of secondary data is ____________________.

4. (13 pts.) MATCHING:

A--Advertising research B--Experimentation C--Formal research
D--Marketing research E--Observation F--Panel
G--Preliminary research H--Product research I--Research findings
J--Research plan K--Research report L--Sales research M--Survey

___A study conducted to determine the effectiveness of a company's advertising.
___The process of collecting and analyzing information about a problem.
___The study of the nature and characteristics of a market.
___The process of identifying a problem and devising a plan for solving the problem.
___The study of sales data.
___A step-by-step outline of everything that is to be done during a research project.
___A group of people selected as subjects of a continuing survey.
___A method of collecting opinions by questioning a limited number of people chosen from a larger group.
___A form of research involving a scale model or representation of a real marketing situation.
___The process of collecting information by watching the actions of people without interviewing them.
___A document that contains the results of research and is the basis for action.
___The results of research.
___The study of consumer reactions to a product.

MARKETING RESEARCH--Pre-Test

Page 2

5. (7 pts.) In marketing research there is a definite plan to follow in solving a marketing research problem--in fact there are 7 steps--try to list as many as you can. Try to use common sense and your knowledge of marketing:

a.

b.

c.

d.

e.

f.

g.

MARKETING RESEARCH--Pre-Test--KEY

NOTE: Since much of the information presented in this unit will be new to the student it is expected that the scores will be low. The purpose of this pre-test is to show to the student what little we actually know about the subject of marketing research and what we do need to learn. This same test should be given when the project is over as a post-test . . .

1. "Marketing Research" is the study of the nature and characteristics of a market.

2. TRUE
TRUE
TRUE
FALSE
FALSE

3. "Primary data" is original data such as a survey.
"Secondary data" is information that has already been gathered such as the government census.

4. A
C
D
G
L
J
F
M
B
E
K
I
H

5. a--identify the problem
b--develop a research plan
c--collect information
d--preparing the data
e--analyze the information
f--apply results to the problem
g--prepare the report

MARKETING RESEARCH--Summary of Instructions and Suggested Time Schedule

I.	Teach unit: "Marketing Research	2 days
II.	Discuss preparation of a survey	1 day
III.	Prepare survey	2 days
IV.	Duplicate survey	outside of class
V.	Choose people to be surveyed	outside of class
VI.	Explain actual instrument and give instructions	1 day
VII.	Conduct interviews and teach additional information	5 days
VIII.	Surveys due--tally	2 days
IX.	Teach percents	1 day
X.	Figure percents	1 day
XI.	Draw conclusions	1 day
XII.	Act on survey	optional

NOTE: Keep in mind this is a tentative schedule and a lot will depend on the instructor's own goals and objectives.

MARKETING RESEARCH--Instructions and Suggestions for Teaching Unit

NOTES

This is a group project and should be used for an entire class.

Before actually administering the survey the instructor should teach the basic unit on "marketing research." A Teacher's Guide with examples is included here. Cartoon transparencies are provided for these examples.

The preparation of a survey should be discussed next. Some of the points to be emphasized are: surveys may be very simple to very complicated;
they must be clear and to the point;
they must accomplish our goals;
they must be easy to administer;
100% return will probably never happen;
70%-80% return rate is good;
60%-70% return rate may be acceptable.

At this point the instructor may go directly to the survey in this unit or have students help prepare a survey on teenage buying habits. The instructor may decide to use the survey included with some alterations. Again, flexibility is encouraged.

Duplicate the survey--duplicate enough to give each student 8 to 12 plus extras for your use, some extra for students, and some that will be used later for tallying.

Have a student or two (or you may want to do this yourself) select every ___ name out of the entire student body in order to give each person in your class 10 names.

Specific instructions should be given at this time:

Instructions (continued)

NOTES

--it is suggested each student be responsible for giving 10 surveys, REASON: this will prove to be challenging without taking the fun out of the project.

--they should be assigned the ten people to interview, REASON: this makes the survey much more realistic. They have to find the people to be interviewed such as an actual interviewer in a marketing research project would have to do. If told to interview any 10 then many bias surveys will be turned in--only friends, only certain class members, only people with similar spending patterns, etc.

--the students should have to make contacts with their group of ten on their own, through a study period, lunch period, etc. In some situations students may be able to use their group's daily schedule cards which may aid them in their research, REASON: again this simulates a realistic situation where a researcher would have to locate an individual.

--this is a good place to mention some common courtesy points concerning interviews--a "please" and "thank you" will open a lot of doors and never hurts the impression left by your student.

--the survey should be personally handed to the persons being interviewed and they should be given a few minutes to complete it on their own; however, your student should remain close in case needed, REASON: the response rate on a personal interview type of survey is much higher than all others and this should be emphasized.

--have each student complete an extra survey for themselves to see if they have any questions and problems.

--they are now ready to BEGIN . . .

Instructions (continued)

NOTES

One week should be sufficient to carry on all interviews. During this time the instructor may improvise and teach related information--perhaps on such subjects as: the teenager in the market place; market segmentation; customer buying patterns; budgeting; importance of budgeting for teenagers.

Also during this second week some time should be allowed daily in class to help students to discuss the project.

The survey is now complete. It is important that they all be complete this day so tallying can begin:

--divide the class into four groups.

--give each group at least two blank surveys for tallying.

--group 1 tallies the first 3 questions on the first page.

--group 2 tallies the last 2 questions on the first page.

--group 3: first 5 responses on page 2.

--group 4: last 3 responses and comments on page 2.

As the totals come in it might be interesting to keep track of the total responses on the board so every one can see. Have each group write their own totals--let them do as much themselves as possible. Group 4 may want to only write down "other items" when there is several responses to a particular item.

After this is done it may be beneficial to leave the survey and teach the figuring of percents before proceeding on to the actual computing of percents from the survey.

Instructions (continued)

NOTES

An example of the survey computed by one group is enclosed as an example. It is suggested after the basic introduction of percents that the instructor use one or two responses from their survey as examples.

Return to groups and compute percents. Have each person in each group do at least one and do each response at least twice for accuracy.

We are now ready to draw our conclusions and discuss our findings. This will vary in each group and it will be up to the instructor to carry on this discussion. It is emphasized again to let the students participate as much as possible and let them draw the conclusions from their results.

If these results are not on a board where every one can see them one of the following should be done: (a) give a copy of the results to each student; (b) use a transparency to show the results; or (c) have a student prepare a chart showing the results.

It should be emphasized after our conclusions have been drawn that it is important in a realistic situation to ACT upon the results. Since we can't do this concerning our survey, to simulate this and to put our results in writing to simulate the actual written preparation of a report, we might select a few students to write a summary of our survey. This summary might be turned over to our school paper or displayed some where else in the school, where appropriate.

This information should allow material for discussions on such areas as: teenager spending, earning, savings patterns; are teenagers planning for the future; and values among teenagers.

Instructions (continued)

NOTES

To summarize, review the original seven steps that are followed in a formal marketing research project (refer to our "marketing research" outline) and show how we tried to do this:

Step 1: Identify problem--we set out to study teenage buying patterns at our school.

Step 2: Develop a plan--we decided to interview students at random by using a survey.

Step 3: Collect information--we interviewed the students selected.

Step 4: Prepare data--we did our tallying.

Step 5: Analyze information--we examined our results and drew our conclusions.

Step 6: Apply results to problem--this is difficult for us since we did not start out with a particular problem but a goal.

Step 7: Prepare report--this is where we can show our results and findings to others if we desire.

MARKETING RESEARCH--Post test

For the post test use the same test that was used for the pre test.

MARKETING RESEARCH--Bibliography and Credits

The only information that was taken from any other source other than the originator's ideas and thoughts was the unit on "Marketing Research" which was outlined from Marketing and Distribution, second edition, Mason-Rath-Ross, 1974, McGraw-Hill Book Company.

MARKETING RESEARCH

"Marketing Research"--the gathering, recording, and analyzing of all facts about problems relating to the transfer and sale of goods and services from the producer to the consumer.
--every business does some type of marketing research--the larger the business the more extensive the research

Kinds of Marketing Research:

1. Market Research
2. Sales Research
3. Product Research
4. Advertising Research

There is a definite procedure that is followed in marketing research to solve problems:

I. Identify the problem

example: HAPPY HARRY'S HAMBURGERS, AN INDEPENDENT RESTAURANT, IS HAVING PROBLEMS BUSINESS IS SLOW. HARRY IS WONDERING IF HE SHOULD ADD TO HIS MENU--SPECIFICALLY: "SHOULD I SELL A FISH SANDWICH?"

II. Develop a research plan for achieving the goal

example: HARRY NOW DECIDES TO CHECK WITH SOME PEOPLE WHO LIVE NEAR HIS RESTAURANT TO SEE IF HE SHOULD OFFER A FISH SANDWICH. HE DECIDES TO DO A SURVEY.

III. Collect information about the problem
  --"internal"
  --"external"
  A. Primary research
    1. The survey
      a. personal interview
      b. telephone
      c. mail
    2. The panel
    3. Experimentation
    4. Observation

HARRY'S SURVEY IS:
internal
primary research
survey
and will be done by mail

64

B. Secondary research
   1. Company records
   2. Libraries
   3. Government (US Census)
   4. Outside organizations

example: HARRY BEGINS TO MAIL OUT HIS SURVEY AND COLLECT INFORMATION.

IV. Preparing the data
   A. Checking for accuracy
   B. Classifying

example: HARRY NOW BEGINS TO TOTAL HIS RESULTS.

V. Analyze the information

example: HARRY FINDS THAT 65% OF THOSE INTERVIEWED HAVE NEVER BEEN TO HIS RESTAURANT AND 75% OF THOSE, ENJOY FISH SANDWICHES.

VI. Apply the results of the research to the problem

example: HARRY DECIDES TO OFFER A FISH SANDWICH TO STIMULATE BUSINESS.

VII. Prepare the report
   A. Formal written
      1. Title page   2. Table of contents   3. Introduction--purpose,
      4. Organization of the project   scope, goals
      5. Methods   6. Results   7. Conclusions   8. Recommendations
      9. Appendix (tables, charts, etc.)   10. Bibliography

B. Oral
    1. Findings
    2. Conclusions
    3. Recommendations

example: NO FORMAL REPORT FOR HARRY, JUST A CONVERSATION WITH MRS. HARRY.

In marketing research it is critical to act upon the conclusions, otherwise the entire effort has been wasted.

MARKETING RESEARCH

Teenage Buying Habits

The following is a survey that deals with the earning, savings, and spending habits of teenagers. Your name has been selected at random. Please be truthful and complete in responding to these questions. Any question, please ask the person who is administering this survey.

--Thank You!

Do you currently have a job . . . . Yes_____ No_____

If yes, approximate hours per week you work. . ________________

If yes, approximate total earnings per week. . ________________

Do you currently receive a weekly allowance . . . . Yes_____ No_____

If yes, approximate amount per week . . . . . ________________

Do your parents generally give you any spending money during the week . . . . Yes_____ No_____

If yes, approximate amount per week. . . . . . ________________

Do you have a savings account . . . . Yes_____ No_____

If yes, for what purpose . . . . college or other schooling_____

automobile_____ marriage_____ other_____

If yes, how often do you save. . regularly_____ irregularly_____

Do you have your own checking account . . . . Yes_____ No_____

If yes, for what reason. . . . . .convenience_____ prestige_____

responsibility_____ other (explain)____________________________

Based on your total income, check the following amounts that you spend for the items listed below for an average, week, month, etc. If one does not apply to you, do not check anything:

Car Payment--monthly

below $80_____ $80-$120_____ $120-$160_____ over $160

Car Insurance Payment--yearly

below $100_____ $100-$150_____ $150-$200_____ over $200_____

Gasoline--weekly

below $10_____ $10-$20_____ $20-$30_____ over $30_____

Clothing--monthly

below $10_____ $10-$20_____ $20-$30_____ over $30_____

Cosmetics--monthly

below $10_____ $10-$20_____ $20-$30_____ over $30_____

Entertainment (stereo payments, records, concerts, movies, etc.)--monthly

below $15_____ $15-$25_____ $25-$35_____ over $35_____

Eating Out (including school)--weekly

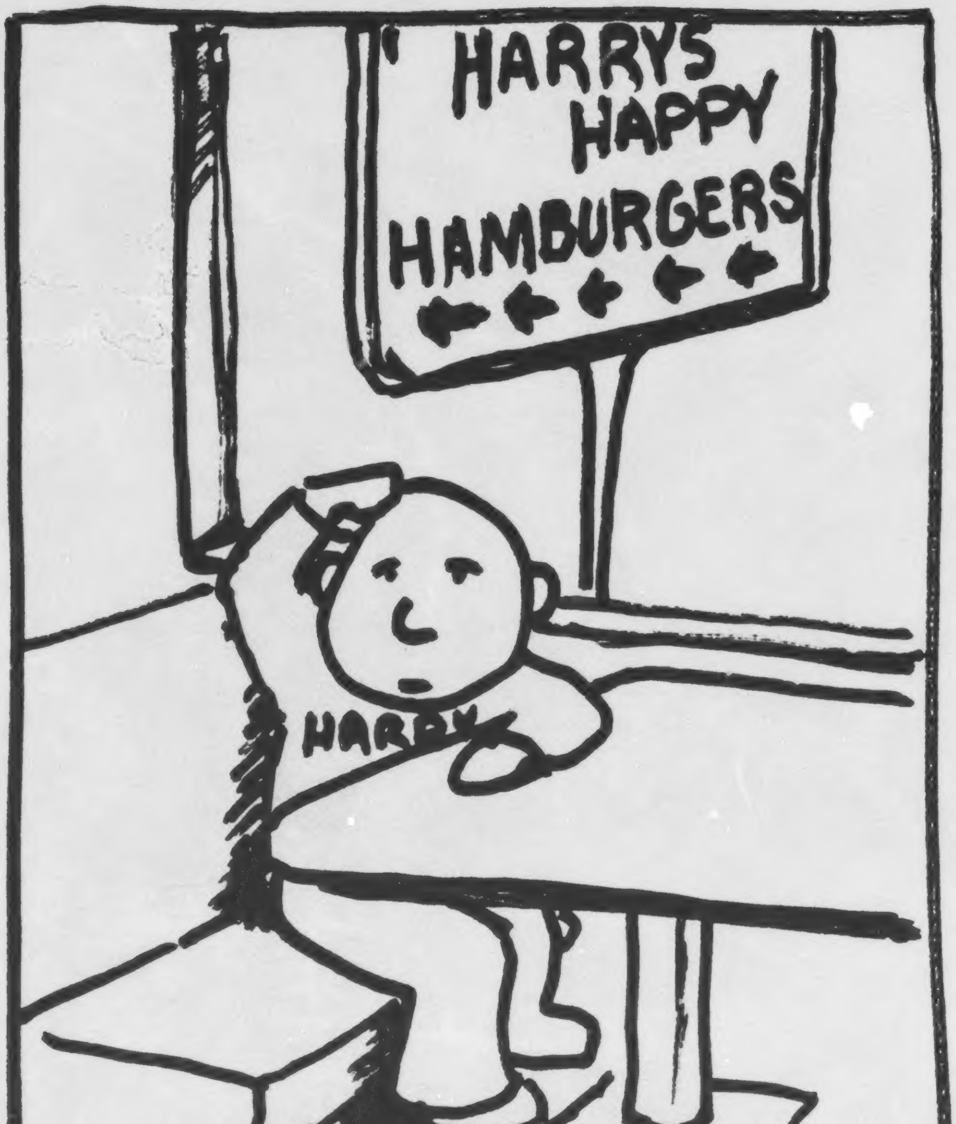
below $10_____ $10-$15_____ $15-$20_____ over $20_____

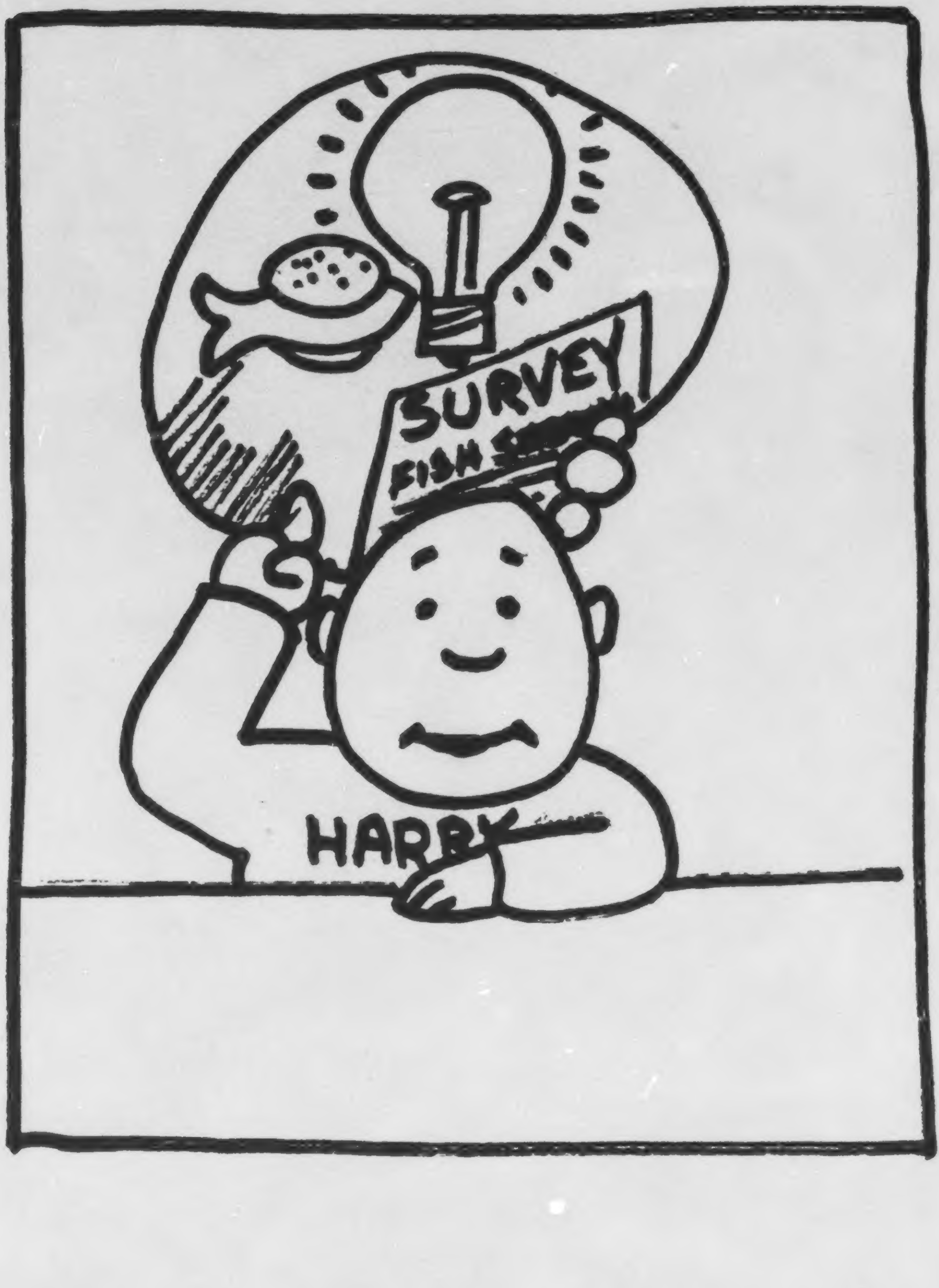
Please list any other items and amounts that you might spend:

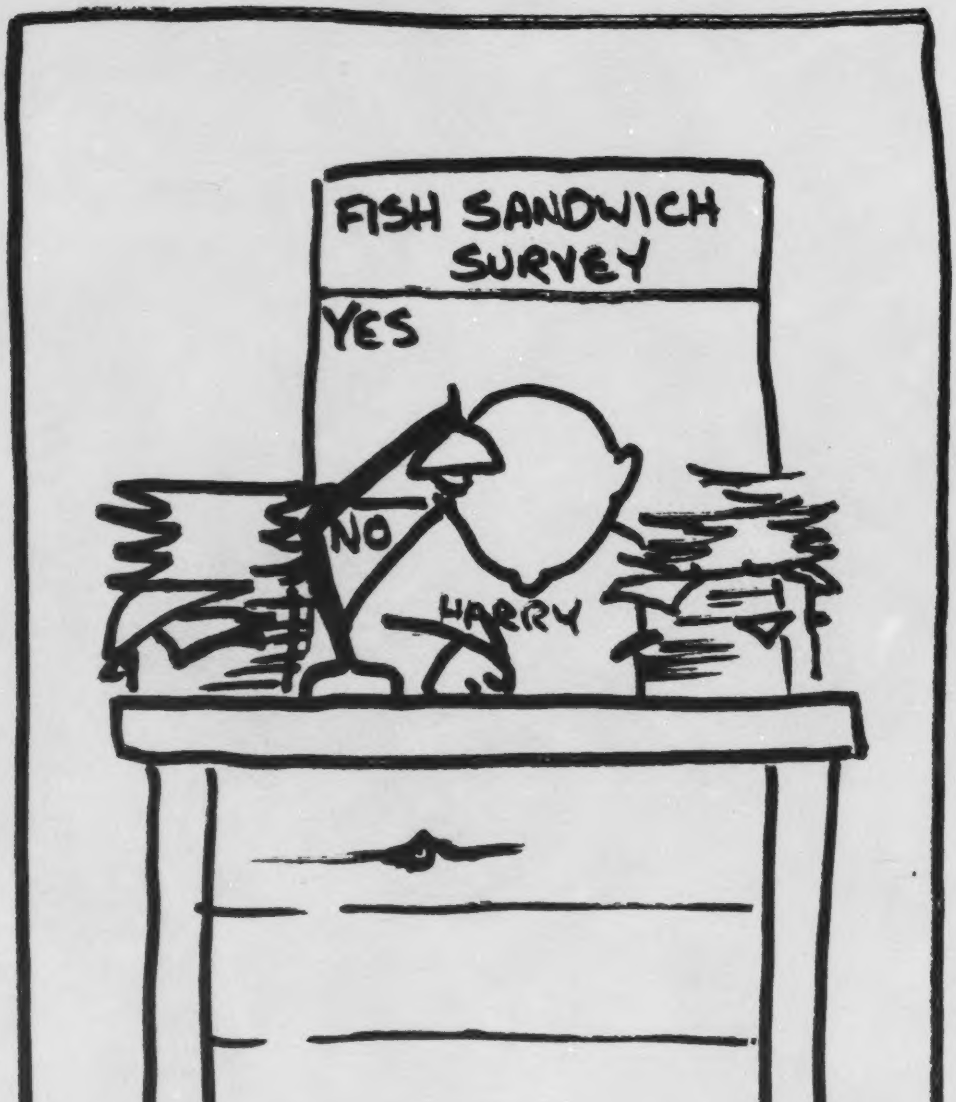
Item	Amount	Weekly	Monthly	Yearly

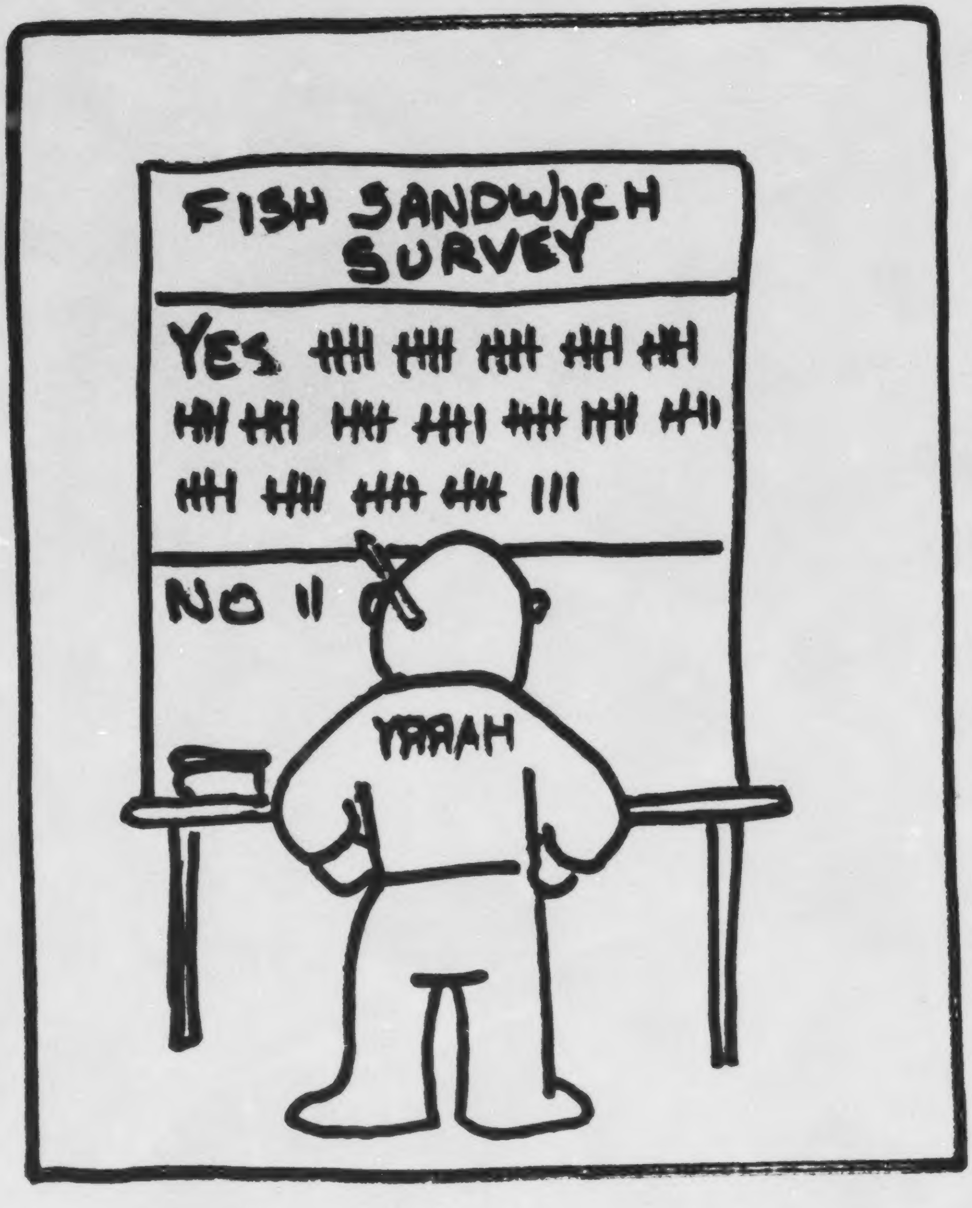
If you have any comments to make regarding this survey, please make them below:

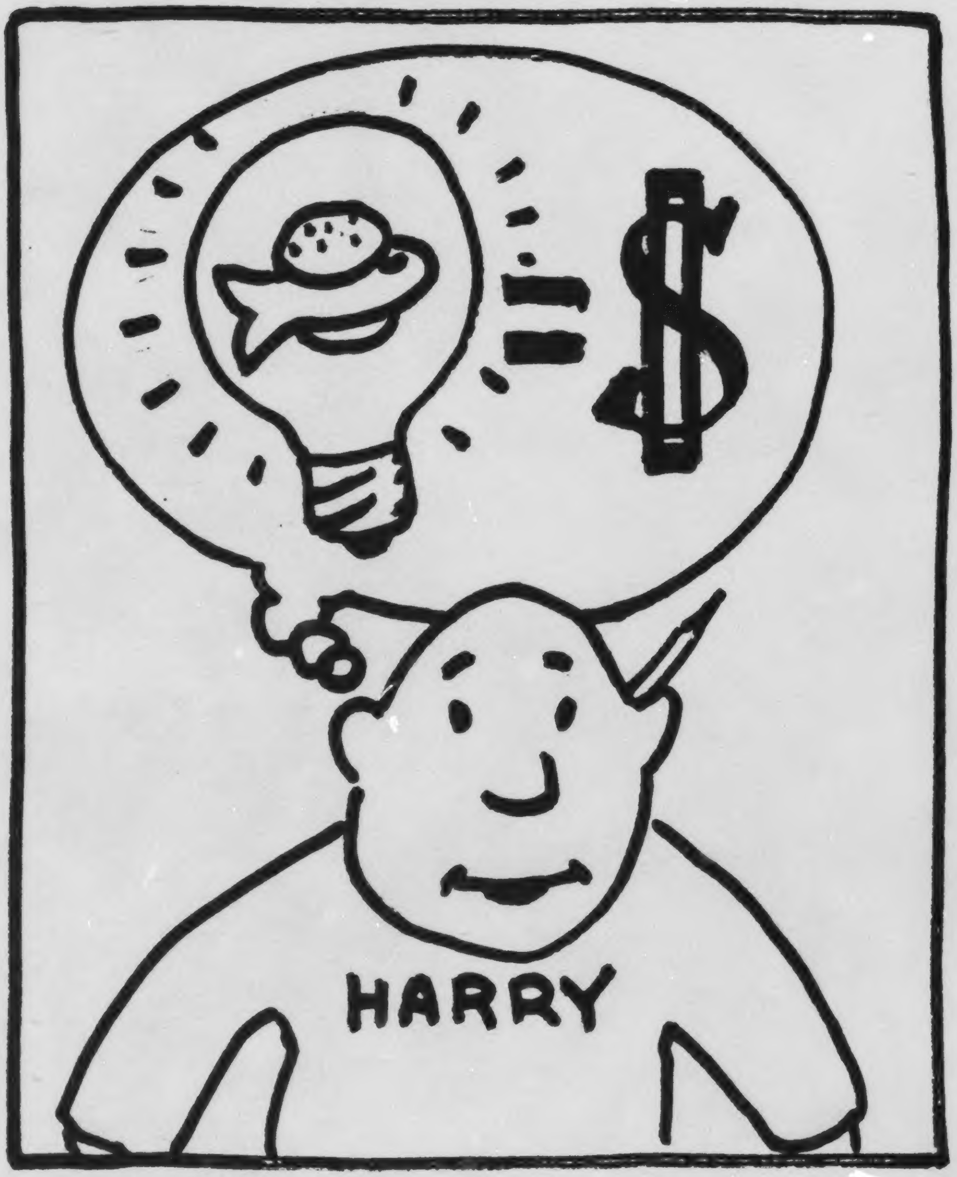
58


HARRYS
HAPPY
HAMBURGERS
HARRY


SURVEY
FISH
HARRY


FISH SANDWICH SURVEY
YES
NO
HARRY


FISH SANDWICH SURVEY
YES
NO
YRRAH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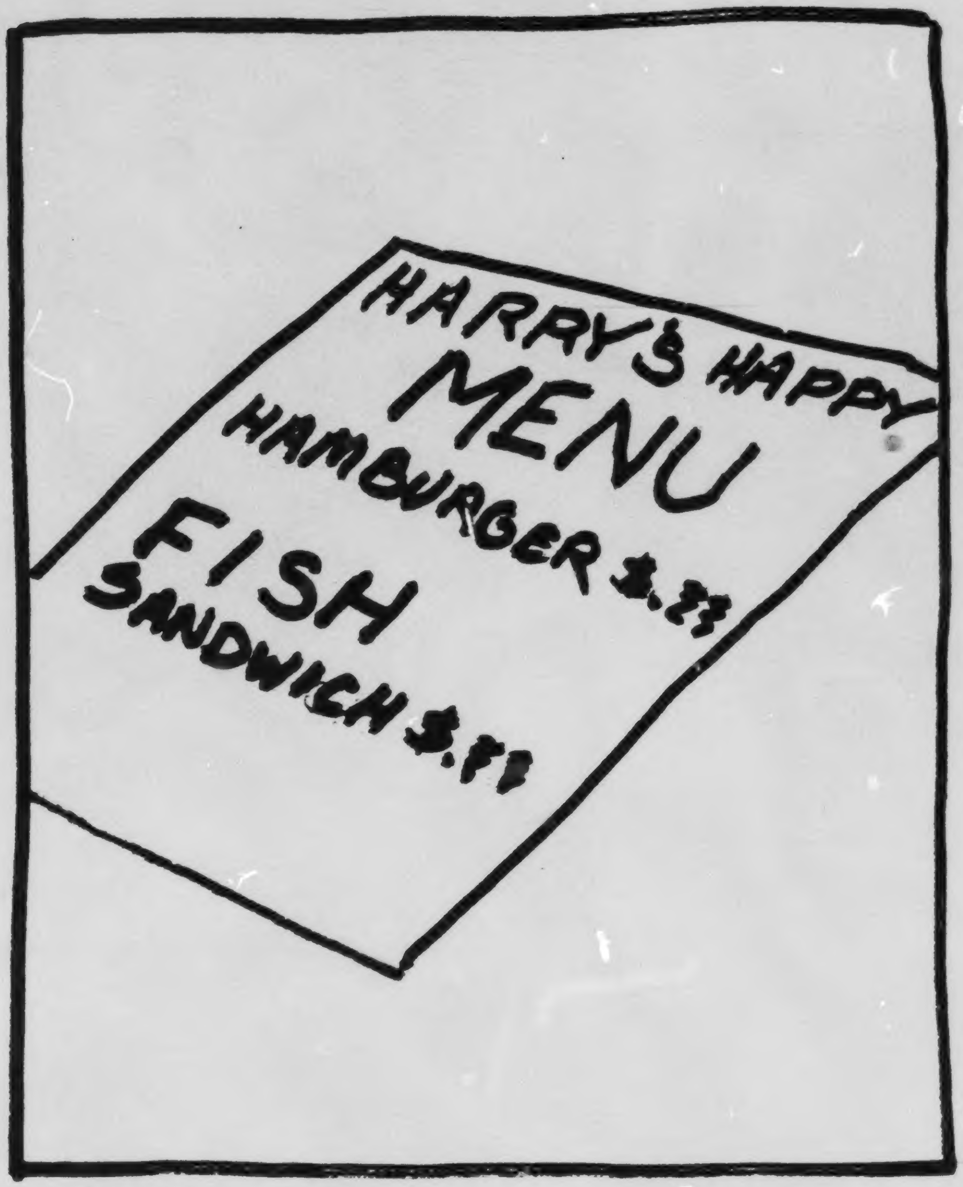
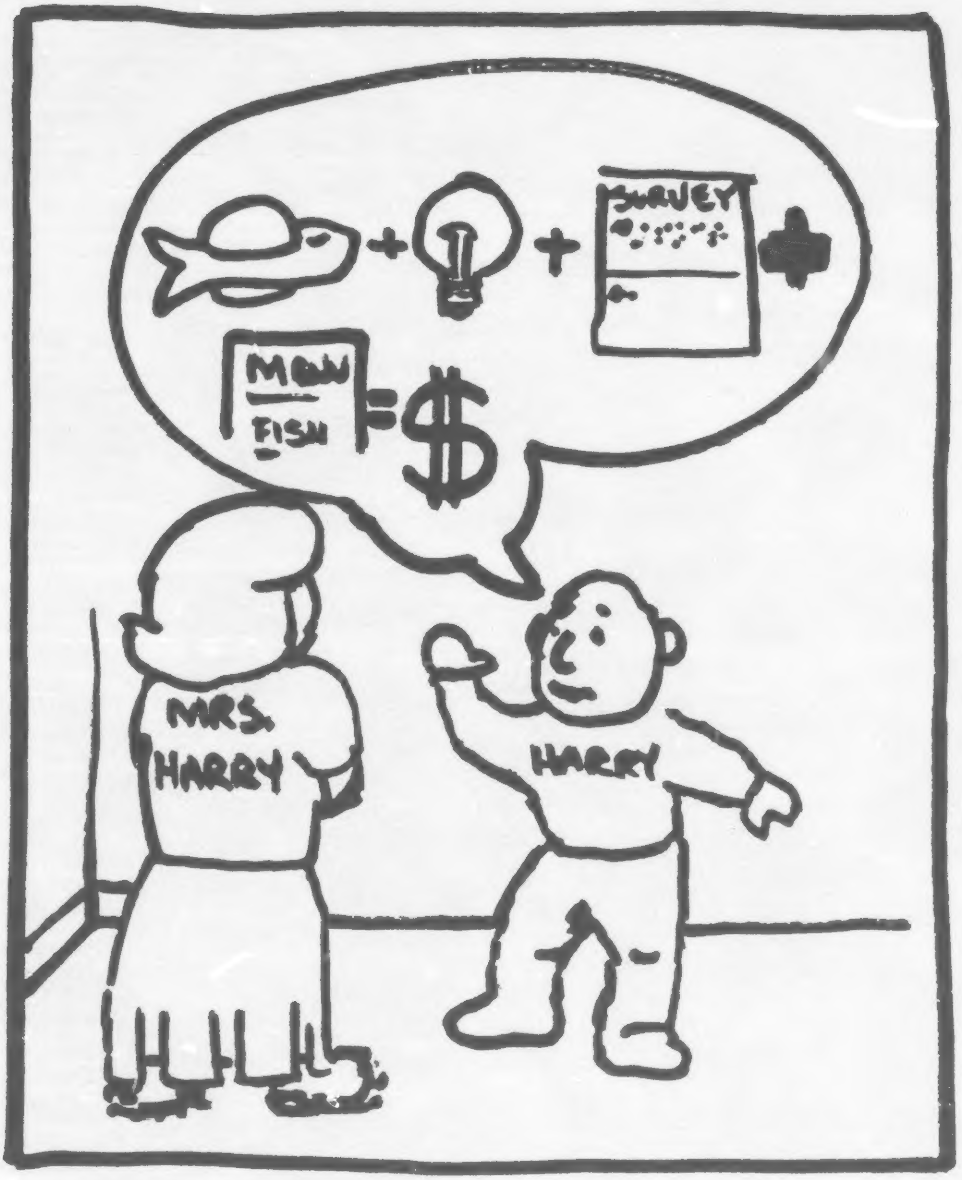
HARRY


HARRY'S HAPPY
MENU
HAMBURGER $.88
FISH
SANDWICH $.88


SURVEY
MENU
FISH
$
MRS. HARRY
HARRY

CAREER EDUCATION: To Choose or Not to Choose

Home Economics and Industrial Arts

Grades 7 and 8

Dennis Moller
West Lafayette Jr. High
West Lafayette School Corporation
West Lafayette, Indiana

NAME OF UNIT: To Choose or Not to Choose

MY NAME: Dennis H. Moller

COURSE: Infusion of Key PFFP Competencies and Career Awareness Principles into Industrial Arts and Home Economics Classes

GRADE LEVEL: Seventh and Eighth

SCOPE AND SEQUENCE: This unit is intended to be infused into the career sections of the Industrial and Home Economics classes, hopefully for both 7th and 8th grades. Five class periods of 55 minutes each will be used to complete the unit objectives.

CLASS PROFILE: West Lafayette Junior High School requires that all 7th and 8th grade students take a full semester of either Home Economics or Industrial Arts each year. These classes meet five days a week for 18 weeks. The classes average between 15 and 25 students in each section. The school population is composed of primarily white, upper middle class students whose parents are white collar workers or professionals associated with Purdue University. These students test on an average of two grade levels above the national norm.

ECONOMIC CONCEPTS: KEY PFFP COMPETENCIES

1. Analyze personal and family goals and priorities as they relate to financial planning.
2. Assess a variety of financial resources pertinent

to personal and family goals throughout the life span.

3. Design a personal financial plan reflecting defined goals, priorities, and resources.

4. Use the financial plan as a means of expressing values, attaining goals and fulfilling established priorities.

KEY PFFP GENERALIZATIONS

1. Planning helps to make the decisions that lead to a balance of resources against needs and wants for the present and future.

2. Family buying practices are improved when there is self-awareness and understanding of needs and wants.

3. Personal goals and priorities reflect the individual's values which develop from one's life space.

4. Personal and family financial plans provide information for making decisions regarding activities such as spending, saving, and investing to achieve goals.

BEHAVIORAL OBJECTIVES: As a result of this unit, I would like the students to:

1. utilize the decision-making process in choosing career clusters which relate to one's personal goals and priorities

2. demonstrate the ability to weigh one alternative against another in making a personal economic choice

3. relate personal economic choices to one's anticipated life style

DEVELOPMENTAL STRATEGIES:

DAY ONE

Discuss bulletin board entitled "To Choose or Not to Choose". (See appendix #1) Review Model for Decision Making.[1]

1. Identify problem.
2. Set goals.
3. Seek alternatives to achieve goals.
4. Evaluate alternatives.
5. Select among alternatives for decision and action.

SAY. If you do not make choices someone will then make them for you.

ASK. What is something you enjoy? (interests) What is something you are good at? (abilities) Explain the purpose of the California Occupational Preference Intermediate Inventory. (See appendix #2)

SAY. This inventory will help you find out what kinds of jobs best fit your interests. Your results will help you in choosing activities, training and school courses which will help you most in preparing for these jobs.[2]

--ADMINISTER INVENTORY - 15 minutes

--HAVE STUDENTS CHECK THEIR INVENTORY and then complete the activities on the back page.

--FOLLOW UP: If time permits, direct students to the card file entitled Career Information Briefs[3] for further information on specific jobs.

DAY TWO

The second component of the Career/Financial Planning Unit will be the use of a filmstrip/cassette series entitled the Fascinating World of Work.[4] This series has three main objectives which merge well with the financial planning competencies. They are:

1. Self awareness: To help the student understand his/her own lifestyle and project the individual lifestyle with which he/she might feel the happiest.
2. Self-awareness/Career-awareness: To explain to the student how each career relates to his/her projected lifestyle; and,
3. Career awareness: To explain the day-to-day duties of a person engaged in a specific career.

One feature of this series that students may find especially interesting is the "Way of Life Formula." This is a thoroughly unique mathematical equation that gives the student the opportunity to compare what a career has to offer with what he/she wants most out life. The formula is based on nine Life Values.

1. Security
2. Wages
3. Creativity
4. Status
5. Influence
6. Responsibility
7. Homelife
8. Variety
9. Advancement

ACTIVITIES

Explain the "Way of Life Formula" (See appendix #3). Present filmstrip #1 How to Explore the Fascinating World of Work. Discuss results of formula. The students will then be directed to career exploration stations set up around the lab. Using five filmstrip/Cassette viewers, the students in small groups can select and view a filmstrip from the series. Results of the formula can be rated and further information can be obtained from jobs on file in the Career Information Briefs.

CONCLUDING ACTIVITY
A PERSON'S RELATIONSHIPS WITH OTHER PEOPLE, WITH HIS EMPLOYER, AND WITH HIS SOCIETY AFFECT ONES CAREER CHOICE.

Given an envelope containing two 36 " strings and the choice of a partner each student will help tie the ends of one string around the wrists of his/her partner's as instructed and, in cooperation with his/her partner, experiment and find the way to separate themselves. Provide an envelope for each pair that includes two 36 inch strings (Downs, 1972, p. 73).[5] See appendix #4.

DAY THREE

FINANCIAL ASPECTS OF CAREER PLANNING

INCORPORATE KEY

STATE: Personal goals and priorities reflect the

PFFP COMPETENCIES AND GENERALIZATIONS.

individual's values which determine one's life style.

Show filmstrip entitled Money and Lifestyle Part 1.[5]

Follow up with discussion using overhead transparencies

1. Consumer Decisions That Shape a Life Style
2. You're Worth More Than Money
3. Look Ahead To Your Future Life Style
4. Forecast the Future
5. Where Does the Money Go?

ACTIVITY

PRESENT: Activity Sheet "What's Important?"[6] (Clarifying Values)

These discussions and activities form the basic foundation for developing A PERSONAL FINANCIAL PLAN.

DAY FOUR
DEVELOPING A PERSONAL FINANCIAL PLAN

Present handout entitled Financial Planning Throughout the Life Cycle.[7]

Incorporate lessons on FINANCIAL PLANNING (pp. 14-19).[8]

Lay special stress on the two handout...

p. 16 Your Chance...What Are Your Finance-Related Attitudes?

p. 18 Financial Planning Worksheet

DAY FIVE **REVIEW AND WRAP UP**

THE ECONOMIC DECISION MAKING MODEL

How does a person reason out a good solution to basic economic problems or to any of the smaller, related problems? For economic as well as other kinds of problems, good solutions are reached through organized thinking and the use of the systematic, step-by-step approach. Students will be asked to review the 5-step method of decisionmaking as they prepare for a group simulation game.

1. Define the problem. Determine which facts are the most important, and study the main issues and questions.
2. Identify goals. What are the things to be accomplished or achieved?
3. Consider alternatives. Usually, several options or methods of reaching goals are available. Think creatively.
4. Analyze the consequences. Study the probable outcomes for each of the alternative solutions. What are the costs? The benefits?
5. Choose the best solution in terms of stated goals.

Play group decision making game entitled "Priority."[9]

(See appendix #5)

FURTHER CONSIDERATIONS At the conclusion of the one-week career/economic unit I would schedule individual follow-up conferences with students.

The main goals of the conferences would be:

1. To help the student zero in on specific job clusters that fit their interests and abilities.
2. To review one's individual financial plan.
3. To help the student choose activities, materials, and courses that best relate to his/her goals.

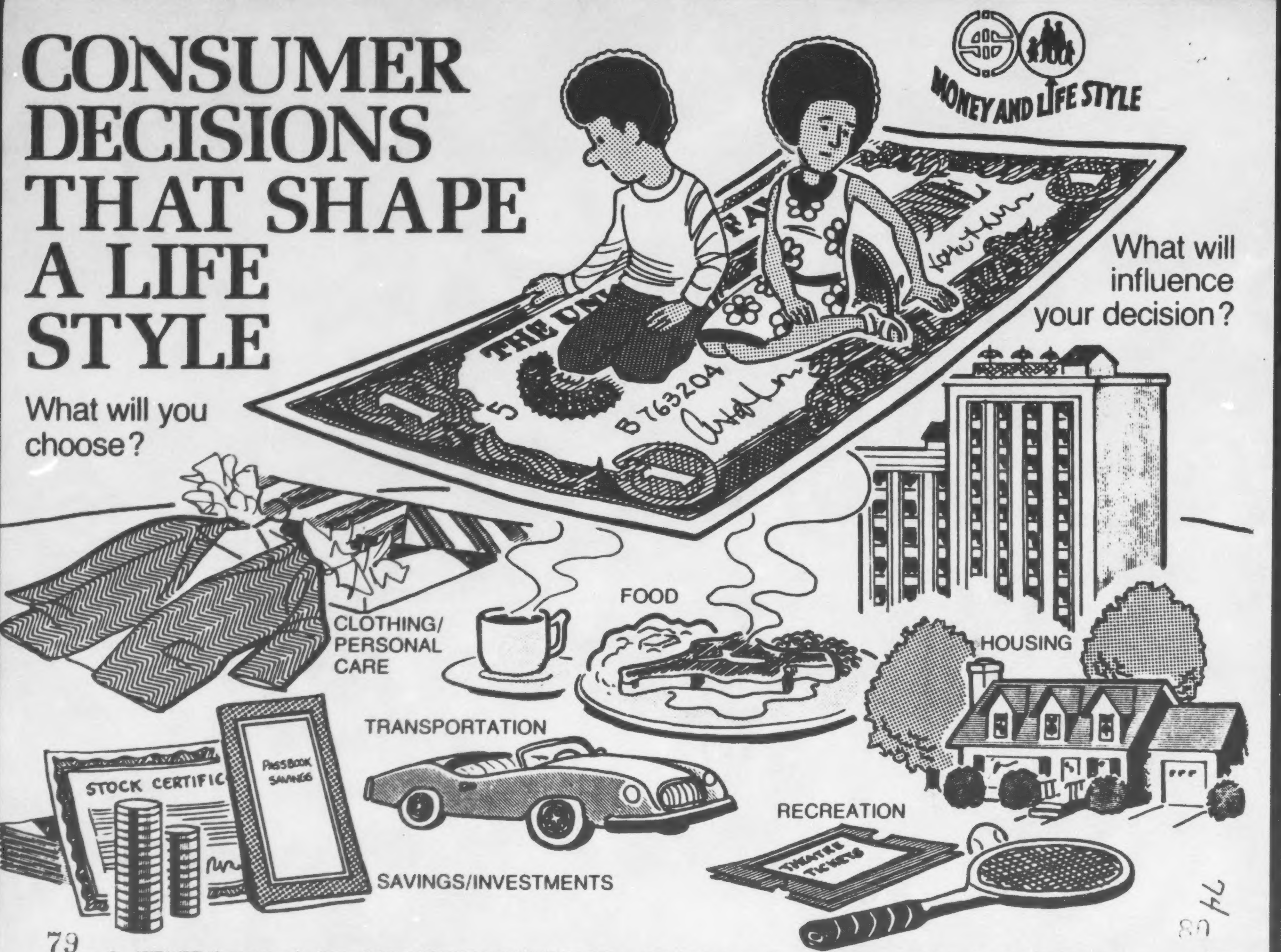
I would also seek to match resource people from the community with students' major cluster interests. These people would be scheduled by me to speak in the appropriate classes.

TAKE HOME ACTIVITY Distribute free copies of Ford's Insider Magazine[10] for students to take home and discuss with their parents.

CONSUMER DECISIONS THAT SHAPE A LIFE STYLE

What will you choose?

What will influence your decision?


MONEY AND LIFE STYLE
THE UNI
5
B763204
CLOTHING/
PERSONAL
CARE
FOOD
HOUSING
TRANSPORTATION
RECREATION
THEATRE TICKETS
STOCK CERTIFIC
PASSBOOK SAVINGS
SAVINGS/INVESTMENTS

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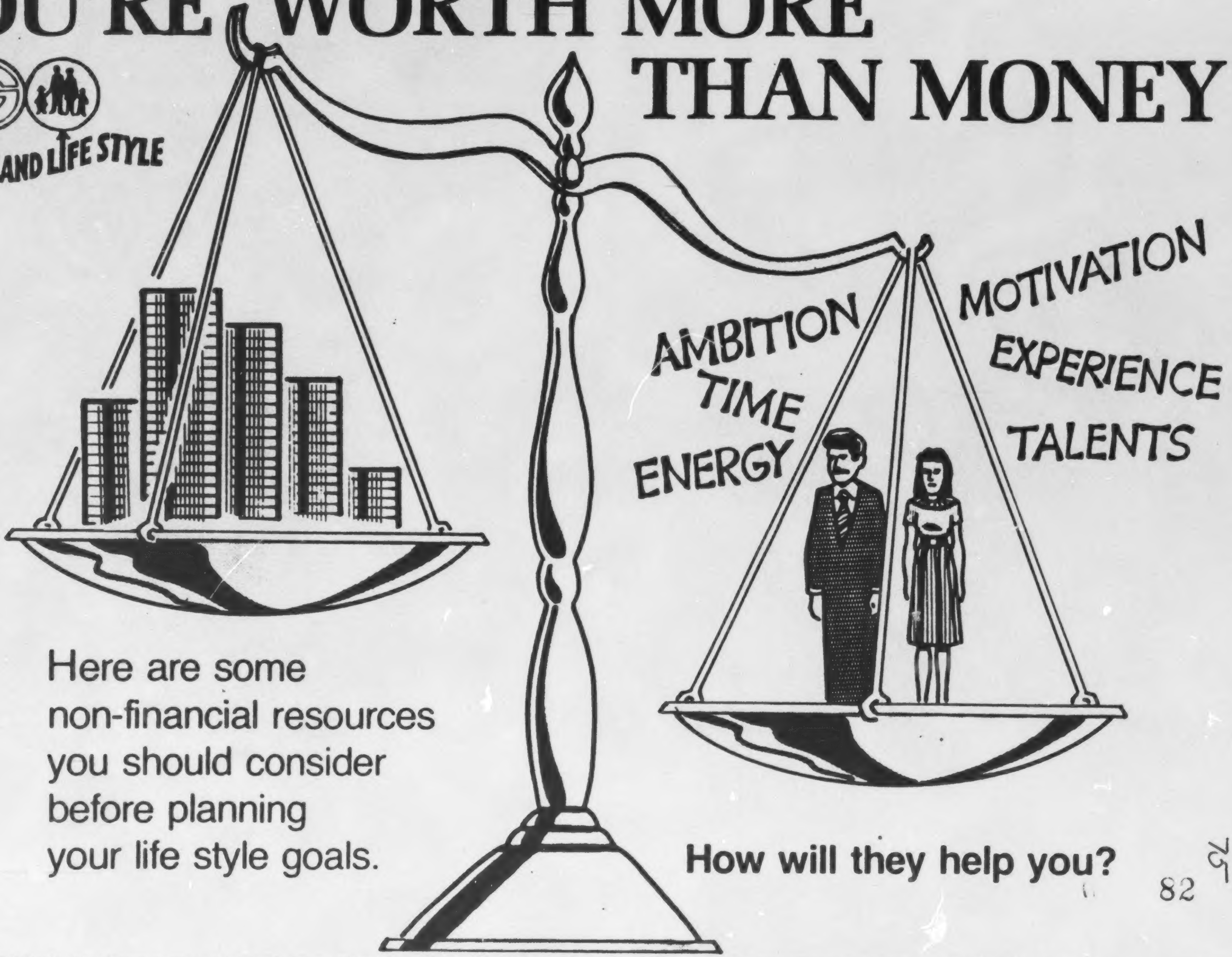
YOU'RE WORTH MORE THAN MONEY

MONEY AND LIFE STYLE


AMBITION
TIME
ENERGY
MOTIVATION
EXPERIENCE
TALENTS

Here are some
non-financial resources
you should consider
before planning
your life style goals.

How will they help you?

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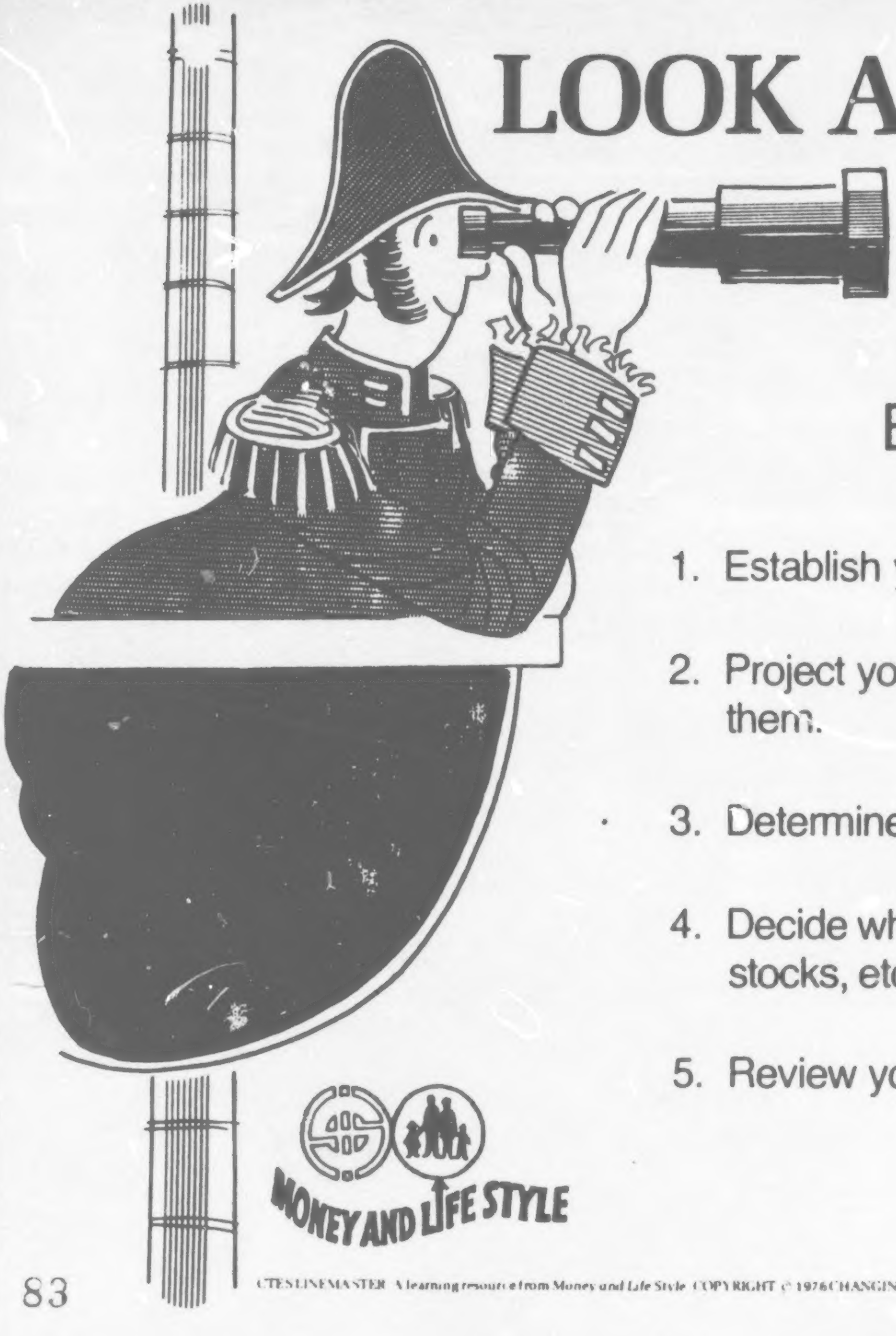

LOOK AHEAD TO YOUR FUTURE LIFE STYLE

Be a long-range planner

1. Establish your long-term goals.
2. Project your money needs and target dates for reaching them.
3. Determine amounts of money to be set aside regularly.
4. Decide where to put this money (savings account, bonds, stocks, etc.).
5. Review your plans and progress each year.

MONEY AND LIFE STYLE

76

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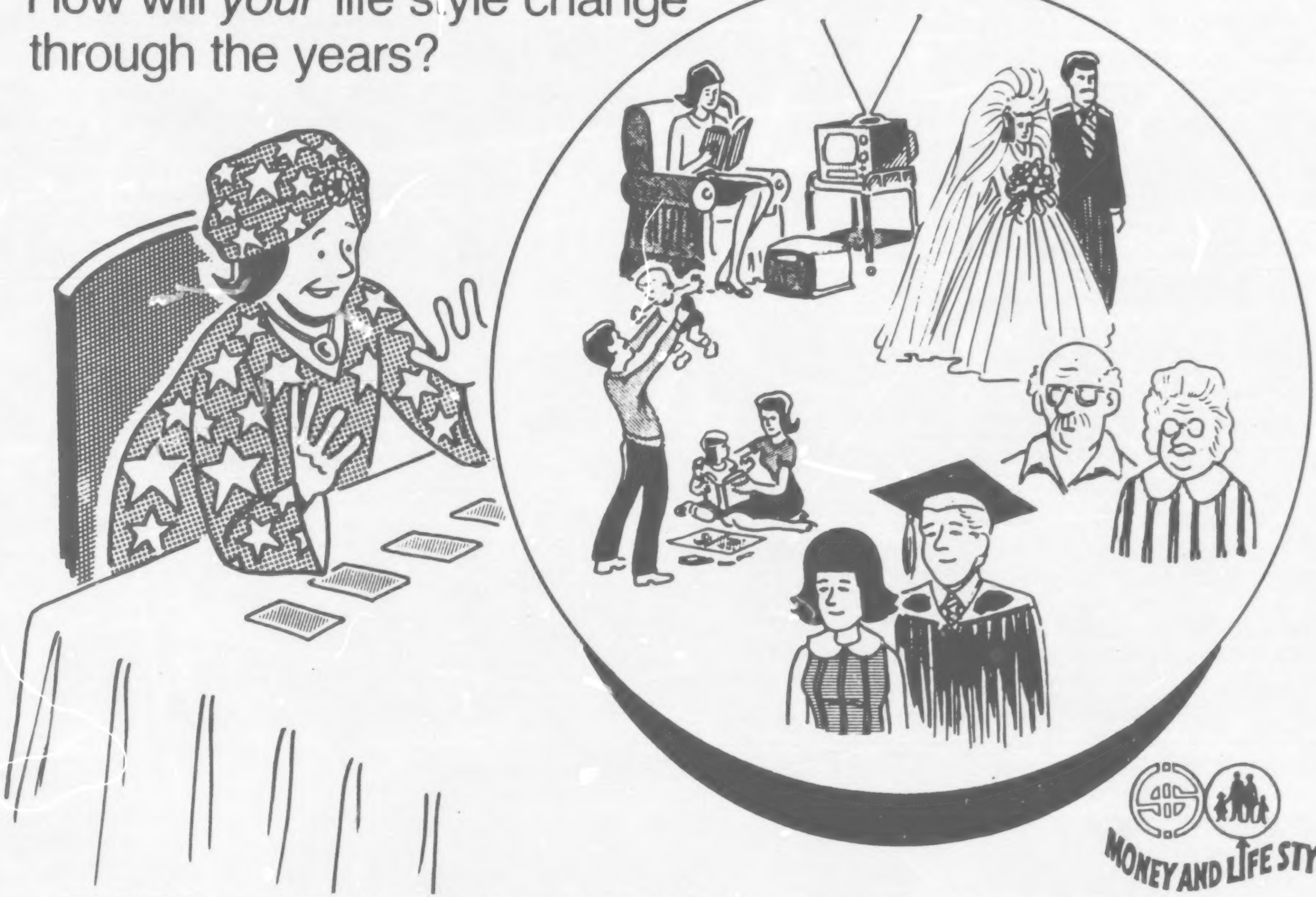
FORECAST THE FUTURE

How will *your* life style change through the years?



MONEY AND LIFE STYLE

77

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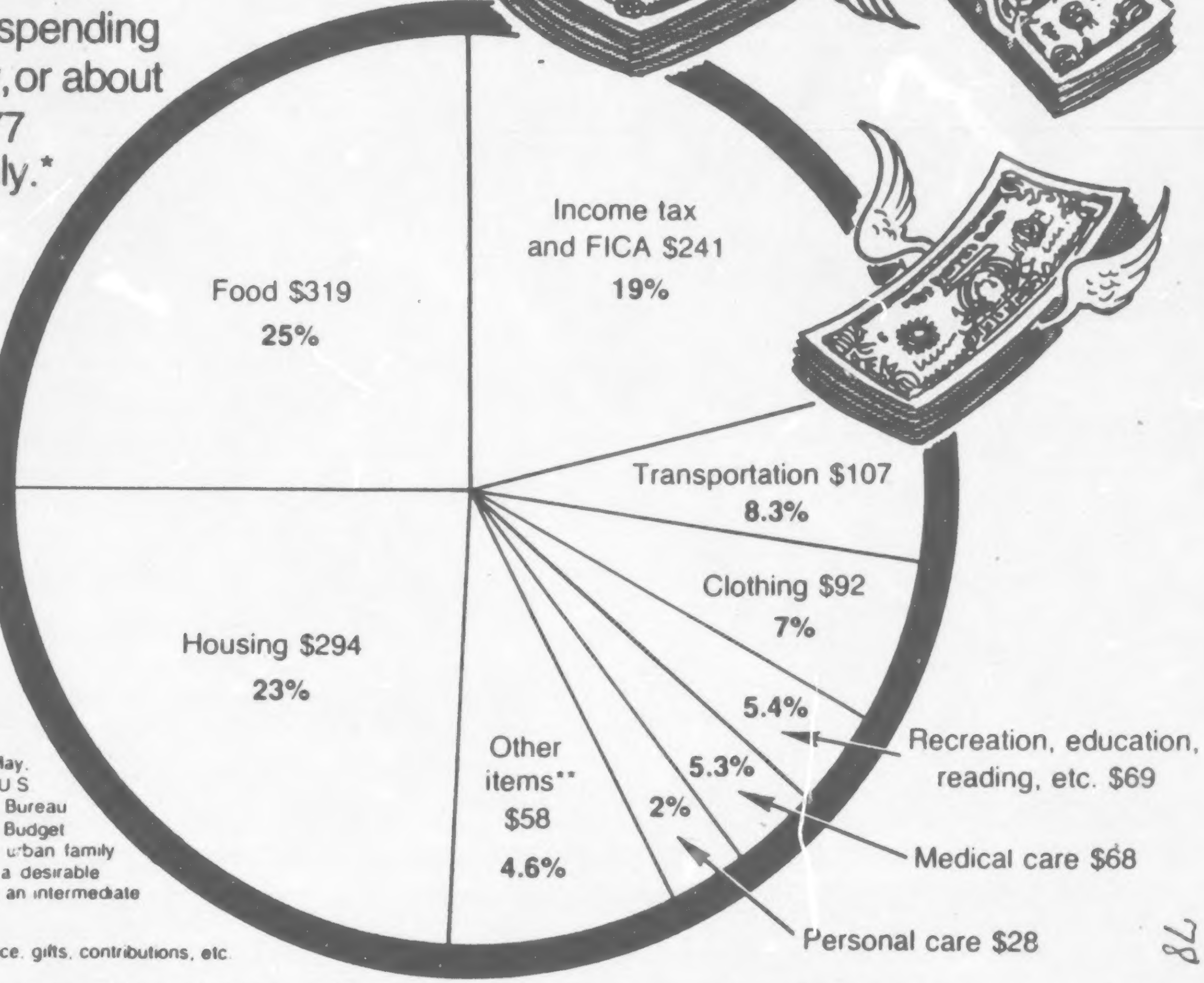
WHERE DOES THE MONEY GO?

MONEY AND LIFE STYLE

A monthly budget for a four-person family spending $15,318 annually, or about $1,277 monthly.*



*Source Based on May, 1976 data from the U S Labor Department's Bureau of Labor Statistics Budget shows costs for an urban family of four to maintain a desirable standard of living at an intermediate level of income

**Includes life insurance, gifts, contributions, etc.

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What's Important?
(Clarifying Values)

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Values are things which are important to each of us on a personal level. There may be some values we hold in common, such as family, time, beauty and truth. Values affect the information we choose to process in decision-making. *If something is truly a value, we must choose it freely, cherish it and repeatedly act upon that choice.*

Pause for a moment and list thirteen (a "baker's dozen") items which you own and really would not like to do without.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.

Go back over your list and circle the three items that you feel you could not absolutely do without.

Look back over your list and consider . . .

- Did you have any difficulty arriving at 13 items?
- Why do you feel you cannot do without your 3 most valued items? Why are they important?
- What do they indicate about you?
- Would you have chosen the same 3 items five years ago? Why? Why not?
- How many of the items cost nothing? . . . Less than $5? Less than $20?
- What do you think your list might indicate about you to others?
- Does your list reflect the quality of life you desire? Why? Why not?

From "Dynamic Consumer Decision-Making". Prepared by the Educational and Consumer Relations Department of the J.C.Penney Company, Inc., 1301 Avenue of the Americas, New York, N.Y. 10019

Financial Planning Throughout the Life Cycle

	Unique Financial Tasks
Age Group 13 to 17	• Develop plans for eventual independence • Evaluate future financial needs and resources • Explore career options • Develop an understanding of the financial system • Develop record keeping systems
Age Group 18 to 24	• Establish household • Train for career • Attain financial independence • Purchase risk coverage • Establish financial identity • Establish a savings program • Make a spending plan • Develop effective financial record keeping system • Develop an effective financial planning system
Age Group 25 to 34	• Provide for child bearing and rearing costs • Provide for expanding housing needs • Expand career goals • Manage increased need for credit • Provide for training-education funds • Purchase additional protection coverages • Draw wills • Maximize financial management skill of all members of household
Age Group 35 to 44	• Upgrade career training • Continue to build education fund • Maximize head-of-household protection • Provide greater income for expanding needs • Establish and work toward retirement goals
Age Group 45 to 54	• Provide higher education/training for children • Maximize investments • Evaluate and update retirement plans • Communicate with family members about estate plans • Assess and explore estate plan
Age Group 55 to 64	• Consolidate financial assets • Provide for additional future security • Re-evaluate method of intended property transfer • Investigate part-time income or volunteer work for retirement • Assess housing location and expense for retirement • Meet responsibilities for aging parents or other dependents
Age Group 65 and over	• Re-evaluate and adjust living conditions and spending as they relate to health and income • Evaluate and adjust programs for increasing risks • Secure reliable assistance in managing personal and economic affairs • Finalize plan for sharing estate • Finalize letter of last instructions

from: American Council of Life Insurance

FINANCIAL PLANNING

Activities

Communicating Attitudes About Money and Financial Planning (2 Activities)

Overview

Financial problems are one of the major causes of family dissolution. Often the problems are caused by lack of communication—an inability of family members to share ideas, expectations and plans for obtaining, protecting and using financial resources. This activity allows students to begin to express their feelings about this very important part of their lives.

Activity One

1) Type of activity: Small group - discussion
Length of time - 30 minutes

Performance Indicator

The student will develop an awareness of his/her own attitudes towards the use of financial resources as well as an increased consciousness of the diversity of attitudes and practices of others.

Procedure

1. Divide class into groups of 4-6 members.
2. Ask members of the group to describe their feelings about the place of money in their lives—its importance, its use, what bothers them.
3. An interchange should occur which will allow the members to express their concerns.
4. Reassemble the class and ask each group to share a summary of the discussion. Help students to see the diversity of attitudes regarding money.

Activity Two

Type of activity: Triad or small group - discussion
Length of time - 45 minutes

Performance Indicator

The student will develop communication skills and an awareness of the variety of attitudes and ideas related to money through listening to group members and paraphrasing statements to speaker's satisfaction.

Procedure

1. Divide class into triads or groups of 4-6, the smaller the group, the less time needed.
2. Ask the students to discuss a topic of personal concern related to the use of money and planning.
3. Before they can respond to the others' comments, each must jot down the speaker's ideas in the listener's own words. If the speaker does not find the paraphrase acceptable, the listener must try again. This procedure slows discussion, but fosters understanding and listening.

FINANCIAL PLANNING

Activities

Planning the Use of Financial Resources: Present, Future and Past (3 activities)

Overview

Resources available to individuals and households vary considerably, yet success in developing a rewarding life style and financial plan is often dependent upon recognizing and utilizing existent resources. This activity is designed to help students begin to identify the variety of elements which enhance financial planning. While introducing the concepts of obtaining, protecting and using resources, students are also asked to think about living costs—regular fixed expenses (e.g. lunches, carfare) irregular but predictable expenses (e.g. entertainment, books, club memberships) and major infrequent expenditures (e.g. college tuition, purchasing a house, serious illiness).

Type of Activities

Individual and Group
Length of time - 45-90 minutes for each activity

Materials

For Students: "Financial Planning Worksheet"

Activity One

The Present

Performance Indicator

The students will begin the process of planning. They will begin to identify ways in which individuals and families can choose among alternatives through the accurate perception of values, goals and resources.

Procedure

1. Distribute the worksheet and discuss the headings. Be sure that students understand the meanings of the terms. The worksheet should serve as a model and does not have to be filled in.
2. Ask students to list their expenses—fixed, irregular, expected and major expenditures. Discuss the categories and identify the commonalities and differences. These can be stressed so that different values, goals and life styles become apparent.
3. Ask students to identify the sources of their financial resources (obtaining). These can range from part-time jobs, skills or hobbies to welfare payments. Encourage students to think beyond the obvious and include abilities or resources which can generate income although they may not be normally recognized as such. Do the same for protecting (one student indicated that obeying parents' rules is one form of protecting resources) and using.
4. Ask students to go back in time five years and go through steps 1-3. The process is the same but the responses will be different.
5. Ask students to project themselves five years into the future. Repeat the process. Again, varied values, goals and life styles will become apparent as will the kinds of resources which will be available.

Financial Planning Worksheet Name ______________________________

Directions: Throughout the life cycle your financial resources and needs will change. Planning will help you to obtain the most from your financial resources. This worksheet is designed to help you to begin to think about where you are in the life cycle, your financial responsibilities and your future needs.

1. List some of your financial responsibilities ______________________________

2. Identify your financial resources ______________________________

3. Based on your answers above, complete the following chart:

	OPERATIONS (Regular living expenses)	SAVINGS OR RESERVES (To cover irregular but predictable expenses)	FUTURE CAPITAL (For major expenditures)
ANALYSIS OF CURRENT NEEDS (In Each of These Areas)			
USING (To Meet These Needs)			
PROTECTING (Plans to Minimize Risks)			
OBTAINING RESOURCES (Strategies for Maximizing Income)			

4. List some changes you think you will have in your life in the next 5 years:

5. Identify ways these changes will impact on your financial plan: ______________________________

6. Review the chart you have just completed and answer the following about your future needs
   - What are your plans for obtaining the financial resources you will need?
   - How will you protect your financial resources? ______________________________
   - Do you have a strategy for using your financial resources? ______________________________

7. What else should you consider? ______________________________

FINANCIAL PLANNING

Activity	Exploring Personal Finance-Related Attitudes
Overview	Student's attitudes about money have been shaped by many factors. Before they can begin to see themselves in the planning role, students should analyze or uncover their attitudes and develop an understanding of the influence that such attitudes have on their current fiscal practices. This activity allows students to compare their attitudes with those of a national sample.
Type of Activity	Individual and group Length of time - 45 minutes
Materials	For Students: Worksheet "Your Chance. . . What are Your Finance-Related Attitudes?" For Teachers: *Youth Attitudes Survey* published by Social Research, American Council of Life Insurance, 1850 K Street, NW, Washington, DC 20006
Performance Indicator	Students will complete the worksheet, "Your Chance. . ." and identify individual finance-related attitudes and compare their responses to a national sample.
Procedures	1. Discuss the impact money has on the social and economic attitudes of students. 2. Distribute copies of the worksheet to students and complete. Tally the class responses and compare to results in National Survey. 3. Discuss the possible reasons for similarities and differences in responses. 4. Divide class into small groups. Ask students to select one or two responses and discuss how those two responses might affect wants and goals. 5. Ask each group to share their discussion results and have class comment.

Your Chance . . . What Are Your Finance-Related Attitudes?

Directions: Below are several questions from the Youth '78 Survey, a national questionnaire which records the attitudes of people 18-25 years of age. Read each statement and check your response in the appropriate blank.

	Agree	Disagree	Probable Response 10 Years From Now
1. I would most like to adopt the kind of life this society has typically offered—a good job, a nice family, living in a pleasant neighborhood, and becoming part of the community.	☐	☐	______
2. Although many marriages are less than perfect, I believe most people should get married.	☐	☐	______
3. Hard work almost always pays off.	☐	☐	______
4. Having life and health insurance makes people feel a lot more personally secure.	☐	☐	______
5. I am confident about my own ability to control my own destiny.	☐	☐	______
6. Each individual should be responsible for his own financial well-being.	☐	☐	______
7. I am good at managing my money.	☐	☐	______
8. It is very important for a person to develop a regular pattern of savings and stick to it.	☐	☐	______
9. I plan my spending by the day or week.	☐	☐	
10. I plan my spending by the month.	☐	☐	______
11. I plan my spending by the year and beyond.	☐	☐	______
12. Money problems may keep me from completing my education.	☐	☐	______
13. Life insurance is a great thing; everybody should have it.	☐	☐	______
14. I am presently covered by a life insurance policy through my job or one that was purchased.	☐	☐	______
15. I am confident about my own future and confident about the future of the country.	☐	☐	______
16. I have a great deal of control over maintaining my own health.	☐	☐	______
17. I take good care of my own health.	☐	☐	______

Activity Two	*The Future*
Performance Indicator	The students will utilize the knowledge and perceptions they have about current society and technology and project that information on the future to plan for their own vision of the "good life". (Preparation: Read some "future" literature and demographic data which suggest what life might be like in the 21st century.)
Procedure	1. Ask students to project themselves into the 21st century and develop lists of living conditions, personal possessions and personal activities which would exemplify their idea of a "good life." 2. Using the worksheet, ask students to allocate expenditures and identify the ways they would expect to obtain, protect and use their resources to achieve this style.
Activity Three	*The Past*
Performance Indicator	The students will utilize the knowledge and perceptions they have about American life in the early 20th century to select a life style appropriate to that period and develop a financial plan for it. (Preparation: Read accounts of everyday life in America during the first two decades of the 20th century.)
Procedure	1. Ask students to project themselves back in time and think about what everyday life was like. Develop lists of living conditions, personal possessions and personal activities which would exemplify their idea of a "good life". 2. Using the worksheet, ask students to allocate expenditures and identify the ways they would expect to obtain, protect and use their resources to achieve this style.

Lessons on Financial Planning, PFFP
Strategies for Teaching; Education and
Community Services, American Council of
Life Insurance, 1850 K St. N.W.,
Washington, D.C. 10019.

Appendix 1

MODEL FOR DECISION-MAKING

Individuals and families interacting
with business and government can make

informed **Consumer** decisions that affect their	informed **Producer** decisions that affect their	informed **Citizen** decisions that affect their
Budgeting	Work	Information
Spending	Leisure	Protection
Borrowing	Education	Community Services
Saving	Careers	Environment
Investing	Retirement	Government Participation

by following five steps of decision-making

1. Identify problem.
2. Set goals.
3. Seek alternatives to achieve goals.
4. Evaluate alternatives.
5. Select among alternatives for decision and action.

from: Indiana Project for Consumer and Economic Education Guidelines, grant by the Indiana State Board of Vocational and Technical Education.

Appendix 2

COPS

CALIFORNIA OCCUPATIONAL PREFERENCE SYSTEM

INTERMEDIATE INVENTORY

by Robert R. Knapp and Lila Knapp

BEST COPY AVAILABLE

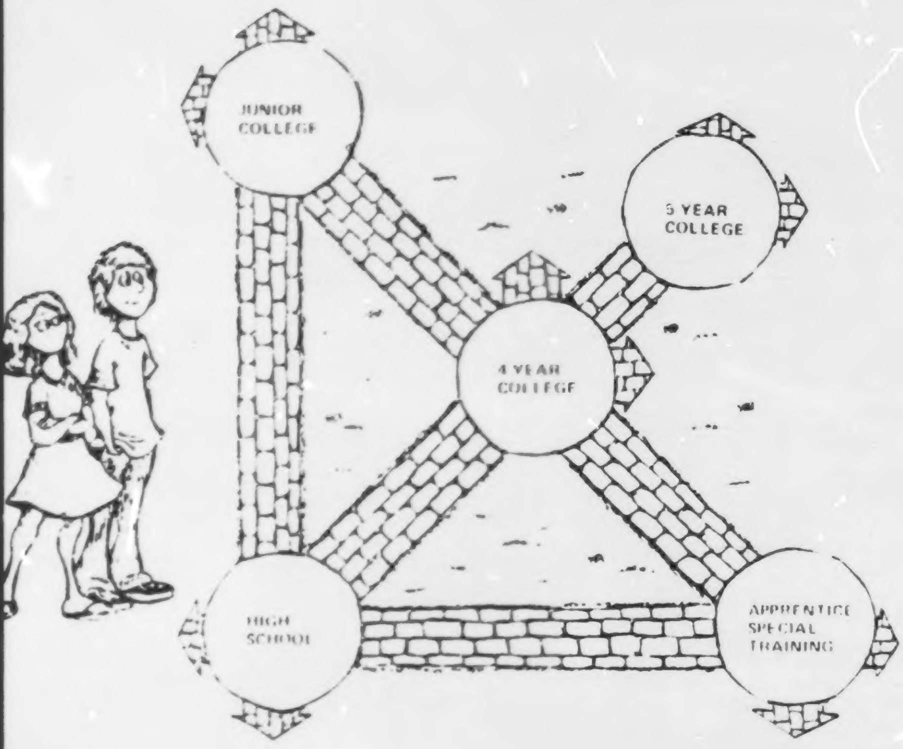
NAME ____________________

SCHOOL ____________________

GRADE OR CLASS ____________________

CITY ____________ STATE ____________

AGE ______ SEX ______ DATE ____________



This Inventory will help you find out what kinds of jobs best fit your interests. Your results will help you in choosing activities, training and school courses which will help you most in preparing for these jobs.

On each page in this booklet are questions about your plans and what you like to do. You will be asked to answer each question and record your answer on an answer page in this booklet.

- Fill in your name and the other information at the top of this page.
- Read and follow the directions on each page.
- Now read Question A below.

A What is the most schooling you plan to complete?

(Circle one number below.)

1. HIGH SCHOOL
2. APPRENTICESHIP TECHNICAL OR SPECIAL TRAINING
3. TWO YEAR COLLEGE PROGRAM
4. FOUR YEAR COLLEGE PROGRAM
5. FIVE OR MORE YEARS OF COLLEGE

☒ Put an X through every circle, in Column A to the right, having that number in it. Then turn the page to B.

A

4 5

2 3

4

1 2 3

1 2 3

1 2 3 4

4

1 2 3

1 2 3

4 5

2 3 4

1 2 3

4 5

1 2 3

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LIFE STYLE EVALUATION FORM

CAREER: Appendix 3

LIFE VALUE	CAREER POINTS	PERSONAL POINTS	TOTAL
HOMELIFE			
SECURITY			
WAGES			
VARIETY			
ADVANCEMENT			
CREATIVITY			
STATUS			
INFLUENCE			
RESPONSIBILITY			

CAREER RATING NUMBER =

from: The Fascinating World of Work
National Career Consultants, Inc.
Richardson, Texas 75081

APPENDIX #4

STRING GAME Everyone gets a partner. Tie ends of one 36 inch string around wrists of one partner. Do the same to the other partner. Middle of strings must cross so they are locked together. Strings should be tight enough so they cannot be slipped off.

In order to free themselves, it is necessary that one partner move the string over to the other's wrist, pull it under the one tied on the wrist and slip it over the hand. The partners get quite tangled up and it demands cooperation to free the wrists. (Downs, 1972, pp. 73-74)

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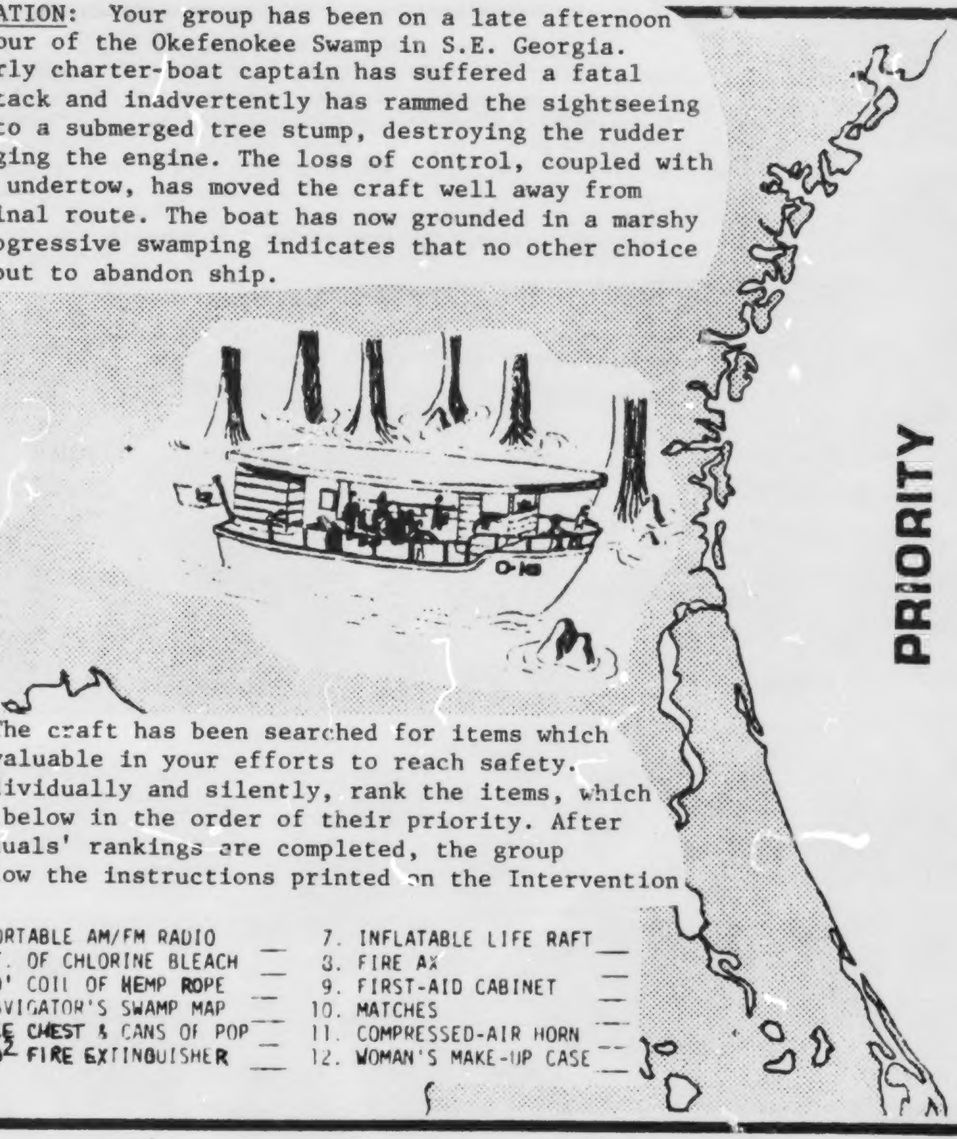
THE SITUATION: Your group has been on a late afternoon guided tour of the Okefenokee Swamp in S.E. Georgia. The elderly charter-boat captain has suffered a fatal heart attack and inadvertently has rammed the sightseeing craft into a submerged tree stump, destroying the rudder and damaging the engine. The loss of control, coupled with a strong undertow, has moved the craft well away from the original route. The boat has now grounded in a marshy area. Progressive swamping indicates that no other choice remains but to abandon ship.



THE TASK: The craft has been searched for items which may prove valuable in your efforts to reach safety. Working individually and silently, rank the items, which are listed below in the order of their priority. After the individuals' rankings are completed, the group should follow the instructions printed on the Intervention Card.

1. PORTABLE AM/FM RADIO ___
2. QT. OF CHLORINE BLEACH ___
3. 50' COIL OF HEMP ROPE ___
4. NAVIGATOR'S SWAMP MAP ___
5. ICE CHEST & CANS OF POP ___
6. CO_2 FIRE EXTINGUISHER ___
7. INFLATABLE LIFE RAFT ___
8. FIRE AX ___
9. FIRST-AID CABINET ___
10. MATCHES ___
11. COMPRESSED-AIR HORN ___
12. WOMAN'S MAKE-UP CASE ___

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1- CEE, Indiana Project for Consumer and Economic Education Guidlines, grant by the Indiana State Board of Vocational and Technical Education, "Model for Decision-Making"

2- COPS, California Occupational Preference System, Intermediate Inventory, by EDITS, P.O. Box 7234, San Diego, Cal. 92107, 1976

3- CAREER INFORMATION BRIEFS, by EDITS

4- THE FASCINATING WORLD OF WORK, National Career Consultants, Inc. Richardson, Texas 75081

5- Downs, Thomas A. ALL TOGETHER NOW. Ave Maria Press, Notre Dame, Indiana, 1972

6- "Dynamic Consumer Decision-Making," Prepared by the Educational and Consumer Relations Deparment of the JC Penny Co., Inc. 1301 Avenue of the Americas, New York, N.Y. 10019

7- BOOKLET, "A Date With Your Future," Education and Community Services, American Council of Life Insurance, 1850 K. St. N.W., Washington, D.C. 20006, p. 7

8- LESSONS ON FINANCIAL PLANNING, Personal and Financial Family Planning, Strategies for Teaching, Education and Community Services, American Council of Life Ins., 1850 K St., Washington, D.c., Jan, 1980, pp. 10-15.

9- PRIORITY, "A Game for A Change," Creative Learning Systems, Inc., 936 C. Street, San Diego, California, 92101

10- FORD'S INSIDER MAGAZINE, "Career Close-Ups," "An Insider Look at Today's Job Market, Corporation, 505 Market Street, Knoxville, TN, 1979.

92

UNDERSTANDING TAXES

Values and Issues Class

Grades 9 and 10

Joe Krause
West Lafayette High School
West Lafayette School Corporation
West Lafayette, Indiana

A CURRICULUM UNIT ON Understanding Taxes, 1981 taught at West Lafayette Senior High School, January 20 to 30th, 1981. Joe Krause taught this unit to twenty-one freshmen and sophomores enrolled in the Values and Issues Class.

Materials used: Allen, Jack, American Society, American Book Company, 1978, Chapter 10 "The Costs of Democracy," pages 222-243.

-Understanding Taxes 1981 (Department of the Treasury: Internal Revenue Service), Publication 21 (Rev. 10-80), pages 1-28, 32-48. (free)

-Understanding Taxes 1981, Teacher's Guide, (Department of the Treasury: Internal Revenue Service), Publication 19 (Rev. 11-80) pages ii, iii, v-vi, 1-21, 34-37, 38-48. (free)

-NEA Federal Income Tax Guide for Teachers: 1981 Handbook by John C. Arch, Published by NEA, 1981. 184 pages. $4.50

Background about class: Values and Issues is offered to average and below average students who would not benefit from a more academic course such as World History. There is heavy emphasis on use of the newspaper. Students bring in clippings about topics we are discussing in class. The reading level of the students is generally that of the audience of the average newspaper. The class procedure includes: (1) reading aloud by class members (2) reading aloud by the teacher (3) work on workbooks or, in this case, tax forms either by individuals or in pairs

(4) some teacher demonstrations with use of overhead projector.

Introduction to Unit
(Day 1)

Students read pages 222-226, "The Costs of Democracy," in the text. Why the federal government, in particular, raises revenues via the income tax is the topic of this chapter. Increased population and increased desire for services requires that the federal government raise more dollars. Distinguish between the public and private sectors so that students could determine why the role of the public sector is growing so much. Among the historic reasons are: wars, need to regulate the economy, and need to provide economic services to disabled, retired, and dependents.

Understanding Taxes 1981
(Day 2)

Pass out Understanding Taxes 1981. Page through the booklet. Highlight the following pages and topics:

1. Dollar charts showing the 1980 Government Dollar —where ther revenues came from in percentages and how the federal dollar was spent.
2. A sample W-4 "Employee's Withholding Certificate."
3. A sample 1040 to get students used to looking at the forms.
4. A sample W-2 form. Some students may report that they have received W-2 forms for jobs they have held. Encourage them to bring those forms to

class when appropriate to the lesson.

5. Students examine very briefly a sample 1040.

6. Students examine again very briefly Form 1040, Schedules A & B. This form will pique the interest of some students who will have heard that "you can take deductions" and "lower your taxes." Show them some samples.

7. Show students where the 1980 Tax Tables are located in the book. Emphasize that we will be using these later in the class.

8. Ask students to check the Indiana State Sales Tax Tables to see how much a family of 5 could deduct if the gross income was between $28,001 and $30,000.

9. Point out that the Crossword Puzzle will be completed at the end of the unit.

(Day 2, part 2) Ask students to begin looking in the newspapers for three clippings with any of these words in them: deficit, spending, social security, budget, and GNP (Gross National Product).

(Day 3) Have individual students in class aloud: "Our Federal System," pages 3-6). Periodically stop and ask students to underline such words as: revenue, income tax, social security, veterans' benefits, customs duties, excise taxes, internal tax, external tax, progressive taxation, tariffs, 16th Amendment, direct tax, social insurance, unemployment insurance.

(Day 3) continued The main purpose in having students underline these words is to get them used to hearing them pronounced and seeing them in print. This practice should help them when they start looking for newspaper clippings for Day 5.)

Key PFFP Generalization emphasized here: "Government controls (in this case Taxes) designed to influence trends may increase or decrease the family's buying power" and "Services which are collectively consumed require collective cost-sharing through taxes."

(Day 4) Conclude Chapter 1, "Our Federal System," with reading of pages 5,6,7

Major topics of discussion were these concepts on page 5:

1. Why the House of Representatives is constitutionally empowered to be the house of origin on all tax bills.
2. What the purpose of the Presidential Election Campaign Fund is and arguments for and against it.
3. "Ability to Pay" concept. Students will be interested to know that taxes range from 14% to 70%.
4. Explain "voluntary compliance." Point out that all of us have the responsibility of filling out our taxes or getting some other responsible person to do so.

5. The Federal Debt (pages 6-7). Especially point out that even though the federal debt is growing, it is not growing as fast as state or local debt, nor is it growing as fast as individual debt. Furthermore, in relation to gross national product, the federal debt has actually decreased from 48% of GNP in 1960 to 27% in 1980. It is important that students not become hysterical about how large the national debt has become. It has to be considered in relative terms.

(Day 4 continued) Divide into pairs. Write the answers to Questions 1-11 on page 7 with the exception of Q. #7 which students will be expected to explain orally. It will take about ten minutes. Advise students that test questions will be based on those review questions. Discuss the answers in class. See answer sheet which comes directly from the Understanding Taxes 1981 booklet.

Begin Chapter 2: "Tax Information for Your First Job." This chapter is tied to PFFP Generalization: "Government...groups and individuals share in the responsibility for the adequacy and protection of financial resources. Examples of this include government monetary policy...Social Security, retirement benefits...unemployment insurance.

(Day 4 continued)

1. Discuss why everyone should have a Social Security card, why the number is useful, and how it can be abused by over-curious government agencies. (Example: a few years ago the State of Indiana was asking for Social Security numbers if persons wanted to register to vote. This is no longer done.)
2. Examine a form W-4 in greater detail than on Day 1. Identify what is meant by allowances and special rule for dependent children (which particularly affects students.)
3. Discuss briefly the advantages of claiming exactly the number of exemptions you are entitled to. Too much taken out may mean a refund but it also means the government is using your dollars interest free until you get the refund. Having to pay a big tax bill might be inconvenient. Theoretically, however, you are paying back with "cheaper dollars" and thus paying relatively less tax.

Indirectly related to II-3 PFFP Competency: "Government controls (in this case TAXES) designed to influence trends may increase or decrease the family's buying power."

Remind students to bring in three clippings dealing with taxation and spending, budget-making, and cuts in spending.

(Day 5) Review briefly the following terms: Social Security, unemployment insurance, withholding, allowance, exemption, W-4 forms.

Read aloud page 9, various sections only. Emphasis on example on page 9 of Understanding Taxes 1981 (Completion of a W-4 form.)

Stress: Special Rule for Dependent Children.

Some possible causes of underwithholding

1. Husband and wife both working earning about the same pay.
2. Interest in savings account or credit union or stock dividends may be larger than planned.

Complete some Form W-2's for "Brian T. Stone" (see page 13 of Understanding Taxes 1981.)

Chapter 3 Duplicate several blank forms of 1040 A tax forms for student use. Also use transparencies.

Begin working on 1040 A tax forms. Students work as individuals or in pairs on

Problem #1: Holly Mills and Problem #2: Brian T. Stone.

Depending upon their success, turn to Tax Tables on page 14 for practice in use of Tax Tables.

Problem #4: Donald Pine and Problem #4 Judy K. Winter

(Day 6) Beginning of the class will be used for mounting of three clippings on poster board. Students will be asked to identify the words underlined in their clippings and tell briefly what those words have to do with the unit on taxes we have been doing. After completing that activity, return to working on tax forms.

Problem #6: Jeffery Rice Problem #7: Craig and Nancy Bellows

Statements regarding all problems which will be worked in class: In each case encourage students to be as accurate as possible so that the taxpayer in each case will get a maximum refund without breaking any of the rules of tax preparation. Students may work together but each student should try to understand the principles each time. Answers will be posted on the bulletin board or on the large blown-up forms of the income tax.

(Day 7) Action depends upon what portion of the class still needs work with 1040A forms. Rely on those students who have successfully completed 1040A's to help their fellow students.

There will be continued use of transparencies, the form blowups, and 1040A copies.

Work on Questions on page 19 in class as well.

To recognize good work all of the posters using economic terms will be graded and the best ones will be put on the bulletin board.

(Day 8) Chapter 4 "Form 1040 and Schedule A"

(Day 8 continued) Key PFFP Competency

V. "Apply principles of effective buying, borrowing, investing, saving, sharing and protecting in both immediate and long-term decisions."

The underlined words above are relevant here as students work through deductions. Students will learn how to make itemized deductions.

—Medical expenses include insurance, a way of protecting the family.

—Interest expenses which can be deducted show the advantages of having a mortgage.

—Deducting for state, local, real estate, and general sales tax should show the student that sharing with other government levels can benefit the person completing his federal taxes.

—Deducting charitable contributions shows in a more clear fashion how sharing can help the individual doing his taxes.

Saving and investing can be shown on any of the earlier lessons where dividends and interest are reported.

Prepare 1040 forms for students. Or use 1040 forms at the back of the booklet.

Work problem 1 (p. 22) "Thomas D. and Jean L. Lodge." Divide the class into two groups to have them each work out the problems independently.

(Day 8 continued) Give Schedule A forms to students but only after they have completed some 1040 problems.

Work Problem #3 (p. 27) "Gordon T. and Connie S. White" and Problem #4 (p. 28) "Douglas and Virginia Lake."

(Day 9)

(may be still used for more practice on 1040A)

1. Reminder on page 30, "Recordkeeping." Remind students of how long the government expects us to keep financial records in case questions arise about our tax returns.
2. Work Questions on Page 28 by students as individuals or in groups.

(Day 10) Read cases from NEA Federal Income Tax Guide and ask students what decisions they would make about qualifications for deductions. Some samples are here.

> "Mike teaches photography to high school students. He is granted a two-month leave to take a photographic expedition to Ecuador. While there he spends the majority of his time taking thousands of photographs. The trip greatly refines his photographic skills and thus makes him a better teacher of photography. Is the trip deductible?"

> "Nina teaches third graders. One summer she travels to Hawaii with her family and some friends. She does the typical tourist bit--Waikiki, Pearl Harbor, Interstate, gaudy shirts, and a dormant volcano or

two. At the beginning of the next school year she shares these experiences and shows some photos to her students. Is the trip deductible?"

Place additional cases on cards and ask students to read them. Ask them to adapt cases for other occupations besides teaching.

(Day 10 or 11)	Test to be used is the Final Examination on page 36.
FINAL EXAMINATION	Also use some of the questions from the following pages: 7, 11, 19, 28.

Final Examination

Part I (25 points)

Multiple Choice

1. John Elm's tax year ends on December 31. John's due date for filing his personal income tax return is:
   - a. ☐ March 15
   - b. ☐ December 31
   - c. ☐ April 15
   - d. ☐ January 31
2. John and Mary White are under 65, married, and have two dependent children. They provide over half the support of Mary's widowed father, aged 73 who is a U.S. citizen. Mary's father received $990 of taxable income last year. The Whites plan to file a joint return. How many exemptions can they claim?
   - a. ☐ Four
   - b. ☐ Five
   - c. ☐ Three
   - d. ☐ Six
3. John Gray received qualifying dividends from X Corporation in the amount of $90. These are the only dividends he received. His total dividend exclusion is:
   - a. ☐ -0-
   - b. ☐ $45
   - c. ☐ $100
   - d. ☐ $90

Part II (20 points)

1. If you do not receive tax forms in the mail, or you need forms that are not in your forms package, where can you go to get the forms you need? There are three places.

   a. ______________________________

   b. ______________________________

   c. ______________________________

2. Who may use a special withholding allowance?

   a. ______________________________

   b. ______________________________

Part III (15 points)

Here are three sets of figures for tax table income, and the number of exemptions allowed. Use Tax Table A that is reproduced in your student text and determine the tax liability.

Tax Table Income	Exemptions Claimed	Tax
6,110	2	________
4,050	1	________
10,610	1	________

Part IV (40 points)

Problems

1. Mary B. Brown is single and allowed one exemption. She lives at 187 Jones St., Smithville, Iowa 51056. She lives outside the city limits in Lind County. Her Social Security number is 987-42-7190. She is a full time student at Lind County High School. She worked from June 5 to August 25 as a playground director for the county and earned $1200. The county withheld $69 of federal income tax from her pay. Mary also received a statement from the savings and loan which stated that $60 in interest had been credited to her savings account. Her deductions were not enough to itemize. Prepare a Form 1040A for Mary Brown.

2. John T. Gray is single and allowed one exemption. He is a carpenter and lives at 1875 North 28 Street, Columbus, Nebraska 68728. John lives inside the city limits and in Butler County. His social security number is 193-65-5098. John earned $14,950 last year, and had $2,071 withheld for income tax. He also had $50 interest from a savings account and wants $1 to go to the Presidential Election Campaign Fund. John paid the following amounts during the year.

Medical and dental expenses:	
Medical insurance	$220
Medicine and drugs	$ 50
Doctor's bills	$360
Mortgage interest	$1,500
Charge account interest	$ 18
Taxes:	
State income	$419
Real estate	$500
State sales	$125
Contributions to Charity (he has receipts)	$100
Casualty loss ($800 damage to car not covered by insurance)	$800

He decided to itemize deductions.
Fill in Form 1040 and Schedule A for Mr. Gray.

105

Solutions to Final Examination

Part I

1. c
2. b
3. d

Part II

1. a. a bank
   b. a post office
   c. an IRS office
2. a. a person who is single and has one employer.
   b. a person who is married, has one employer, and whose spouse is not working

Part III

Tax liability

$270

$102

$1,308

Form 1040A

Department of the Treasury—Internal Revenue Service

U.S. Individual Income Tax Return 1980

Use IRS label. Otherwise, please print or type.

Your first name and initial (if joint return, also give spouse's name and initial) | Last name | Your social security number

Present home address (Number and street, including apartment number, or rural route) | Spouse's social security no.

City, town or post office, State and ZIP code | Your occupation ▶

Spouse's occupation ▶

Presidential Election Campaign Fund ▶ Do you want $1 to go to this fund? . . . . ☐ Yes ☐ No

If joint return, does your spouse want $1 to go to this fund? . . . ☐ Yes ☐ No

Note: Checking "Yes" will not increase your tax or reduce your refund.

Requested by Census Bureau for Revenue Sharing ▶

A Where do you live (actual location of residence)? (See page 6 of Instructions.) State | City, village, borough, etc.

B Do you live within the legal limits of a city, village, etc.? ☐ Yes ☐ No

C In what county do you live?

D In what township do you live?

For Privacy Act Notice, see page 27 of Instructions

For IRS use only

Filing Status Check Only One Box.

1 ☐ Single

2 ☐ Married filing joint return (even if only one had income)

3 ☐ Married filing separate return. Enter spouse's social security no. above and full name here ▶

4 ☐ Head of household. (See pages 7 and 8 of Instructions.) If qualifying person is your unmarried child, enter child's name ▶

Exemptions Always check the box labeled Yourself. Check other boxes if they apply.

5a ☐ Yourself ☐ 65 or over ☐ Blind

b ☐ Spouse ☐ 65 or over ☐ Blind

Enter number of boxes checked on 5a and b ▶ ☐

c First names of your dependent children who lived with you ▶

Enter number of children listed on 5c ▶ ☐

d Other dependents:

(1) Name	(2) Relationship	(3) Number of months lived in your home.	(4) Did dependent have income of $1,000 or more?	(5) Did you provide more than one-half of dependent's support?

Enter number of other dependents ▶ ☐

6 Total number of exemptions claimed . . . . Add numbers entered in boxes above ▶ ☐

Please Attach Copy B of Forms W-2 Here

Attach Payment Here

7 Wages, salaries, tips, etc. (Attach Forms W-2. See page 10 of Instructions)	7	
8 Interest income (See pages 3 and 10 of Instructions)	8	
9a Dividends .... (See pages 3 and 10 of Instructions) 9b Exclusion .... Subtract line 9b from 9a	9c	
10a Unemployment compensation (insurance). Total received from Form(s) 1099–UC		
b Taxable amount, if any, from worksheet on page 10 of Instructions	10b	
11 Adjusted gross income (add lines 7, 8, 9c, and 10b). If under $10,000, see page 12 of Instructions on "Earned Income Credit"	11	
12a Credit for contributions to candidates for public office. (See page 11 of Instructions) 12a		
IF YOU WANT IRS TO FIGURE YOUR TAX, PLEASE STOP HERE AND SIGN BELOW.		
b Total Federal income tax withheld (If line 7 is more than $25,900, see page 11 of Instructions) 12b		
c Earned income credit (from page 12 of Instructions) . . . 12c		
13 Total (add lines 12a, b, and c)	13	
14a Tax on the amount on line 11. (See page 13 of Instructions; then find your tax in the Tax Tables on pages 15–26) 14a		
b Advance earned income credit (EIC) (from Form W–2) . . . 14b		
15 Total (add lines 14a and 14b)	15	
16 If line 13 is larger than line 15, enter amount to be **REFUNDED TO YOU** . . . . ▶	16	
17 If line 15 is larger than line 13, enter **BALANCE DUE.** Attach check or money order for full amount payable to "Internal Revenue Service." Write your social security number on check or money order . ▶	17	

Please Sign Here

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

▶ Your signature | Date

▶ Spouse's signature (if filing jointly, BOTH must sign even if only one had income)

Paid Preparer's Use Only

Preparer's signature and date ▶

Check if self-employed ▶ ☐

Preparer's social security no.

Firm's name (or yours, if self-employed) and address ▶

E.I. No. ▶

ZIP code ▶

Form 1040A (1980)

107

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1 Control number 22222

2 Employer's name, address, and ZIP code

3 Employer's identification number

4 Employer's State number

5 Stat. employee ☐ Deceased ☐ Pension plan ☐ Legal rep. ☐ 942 emp ☐ Subtotal ☐ Correction ☐ Void ☐

6

7 Advance EIC payment

8 Employee's social security number

9 Federal income tax withheld

10 Wages, tips, other compensation

11 FICA tax withheld

12 Employee's name, address, and ZIP code

13 FICA wages

14 FICA tips

16 Employer's use

17 State income tax

18 State wages, tips, etc.

19 Name of State

20 Local income tax

21 Local wages, tips, etc.

22 Name of locality

Form **W-2 Wage and Tax Statement 1980**

Copy B To be filed with employee's FEDERAL tax return
This information is being furnished to the Internal Revenue Service.

Department of the Treasury
Internal Revenue Service

1 Control number 22222

2 Employer's name, address, and ZIP code

3 Employer's identification number

4 Employer's State number

5 Stat. employee ☐ Deceased ☐ Pension plan ☐ Legal rep. ☐ 942 emp. ☐ Sub total ☐ Correction ☐ Void ☐

6

7 Advance EIC payment

8 Employee's social security number

9 Federal income tax withheld

10 Wages, tips, other compensation

11 FICA tax withheld

12 Employee's name, address, and ZIP code

13 FICA wages

14 FICA tips

16 Employer's use

17 State income tax

18 State wages, tips, etc

19 Name of State

20 Local income tax

21 Local wages, tips, etc

22 Name of locality

Form **W-2 Wage and Tax Statement 1980**

Copy B To be filed with employee's FEDERAL tax return
This information is being furnished to the Internal Revenue Service.

Department of the Treasury
Internal Revenue Service

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Form **1040** Department of the Treasury—Internal Revenue Service
U.S. Individual Income Tax Return 1980

For Privacy Act Notice, see Instructions | For the year January 1–December 31, 1980, or other tax year beginning 1980, ending 19

Use IRS label. Otherwise, please print or type.

Your first name and initial (if joint return, also give spouse's name and initial) | Last name | Your social security number

Present home address (Number and street, including apartment number, or rural route) | Spouse's social security no.

City, town or post office, State and ZIP code | Your occupation ▶ | Spouse's occupation ▶

Presidential Election Campaign Fund ▶
Do you want $1 to go to this fund? . . . . ___ Yes ___ No
If joint return, does your spouse want $1 to go to this fund? . . . ___ Yes ___ No
Note: Checking "Yes" will not increase your tax or reduce your refund.

Requested by Census Bureau for Revenue Sharing ▶
A Where do you live (actual location of residence)? (See page 2 of Instructions.) State | City, village, borough, etc.
B Do you live within the legal limits of a city, village, etc.? ☐ Yes ☐ No
C In what county do you live?
D In what township do you live?

Filing Status
Check only one box.

1 ___ Single
2 ___ Married filing joint return (even if only one had income)
3 ___ Married filing separate return. Enter spouse's social security no. above and full name here ▶ ....
4 ___ Head of household. (See page 6 of Instructions.) If qualifying person is your unmarried child, enter child's name ▶ ....
5 ___ Qualifying widow(er) with dependent child (Year spouse died ▶ 19). (See page 6 of Instructions.)

For IRS use only

Exemptions
Always check the box labeled Yourself. Check other boxes if they apply.

6a ___ Yourself ___ 65 or over ___ Blind
b ___ Spouse ___ 65 or over ___ Blind
Enter number of boxes checked on 6a and b ▶
c First names of your dependent children who lived with you ▶ ....
Enter number of children listed on 6c ▶

d Other dependents:

(1) Name	(2) Relationship	(3) Number of months lived in your home	(4) Did dependent have income of $1,000 or more?	(5) Did you provide more than one-half of dependent's support?

Enter number of other dependents ▶

7 Total number of exemptions claimed . . . . Add numbers entered in boxes above ▶

Income
Please attach Copy B of your Forms W-2 here.
If you do not have a W-2, see page 5 of Instructions.
Please attach check or money order here.

8 Wages, salaries, tips, etc. 8
9 Interest income (attach Schedule B if over $400) 9
10a Dividends (attach Schedule B if over $400) ...., 10b Exclusion ....
c Subtract line 10b from line 10a 10c
11 Refunds of State and local income taxes (do not enter an amount unless you deducted those taxes in an earlier year—see page 9 of Instructions) 11
12 Alimony received 12
13 Business income or (loss) (attach Schedule C) 13
14 Capital gain or (loss) (attach Schedule D) 14
15 40% of capital gain distributions not reported on line 14 (See page 9 of Instructions) . 15
16 Supplemental gains or (losses) (attach Form 4797) 16
17 Fully taxable pensions and annuities not reported on line 18 . . . 17
18 Pensions, annuities, rents, royalties, partnerships, etc. (attach Schedule E) 18
19 Farm income or (loss) (attach Schedule F) 19
20a Unemployment compensation (insurance). Total received ....
b Taxable amount, if any, from worksheet on page 10 of Instructions 20b
21 Other income (state nature and source—see page 10 of Instructions) ▶ 21
22 **Total income.** Add amounts in column for lines 8 through 21 . . . . ▶ 22

Adjustments to Income
(See Instructions on page 10)

23 Moving expense (attach Form 3903 or 3903F) 23
24 Employee business expenses (attach Form 2106) . . 24
25 Payments to an IRA (enter code from page 10 ....) . 25
26 Payments to a Keogh (H.R. 10) retirement plan . . . 26
27 Interest penalty on early withdrawal of savings . . . 27
28 Alimony paid 28
29 Disability income exclusion (attach Form 2440) . . . 29
30 **Total adjustments.** Add lines 23 through 29 . . . . ▶ 30

Adjusted Gross Income

31 **Adjusted gross income.** Subtract line 30 from line 22. *If this line is less than $10,000, see "Earned Income Credit" (line 57) on pages 13 and 14 of Instructions. If you want IRS to figure your tax, see page 3 of Instructions* . . . . . . ▶ 31

Form **1040** (1980)

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Schedules A&B—Itemized Deductions AND Interest and Dividend Income

(Form 1040)

Department of the Treasury
Internal Revenue Service

▶ Attach to Form 1040. ▶ See Instructions for Schedules A and B (Form 1040).

1980
08

Name(s) as shown on Form 1040

Your social security number

Schedule A—Itemized Deductions *(Schedule B is on back)*

Medical and Dental Expenses (not paid or reimbursed by insurance or otherwise) *(See page 16 of Instructions.)*

1 One-half (but not more than $150) of insurance premiums you paid for medical care. (Be sure to include in line 10 below.) . ▶

2 Medicine and drugs .

3 Enter 1% of Form 1040, line 31 . . .

4 Subtract line 3 from line 2. If line 3 is more than line 2, enter zero . . . .

5 Balance of insurance premiums for medical care not entered on line 1 . . . .

6 Other medical and dental expenses:

a Doctors, dentists, nurses, etc. . . .

b Hospitals . . . .

c Other (itemize—include hearing aids, dentures, eyeglasses, transportation, etc.) ▶

7 Total (add lines 4 through 6c) . . . .

8 Enter 3% of Form 1040, line 31 . . .

9 Subtract line 8 from line 7. If line 8 is more than line 7, enter zero . . . .

10 Total medical and dental expenses (add lines 1 and 9). Enter here and on line 33 . ▶

Taxes *(See page 17 of Instructions.)*

Note: Gasoline taxes are no longer deductible.

11 State and local income . . . . . .

12 Real estate . . . .

13 General sales (see sales tax tables) . .

14 Personal property . . . .

15 Other (itemize) ▶

16 Total taxes (add lines 11 through 15). Enter here and on line 34 . . . ▶

Interest Expense *(See page 17 of Instructions.)*

17 Home mortgage . . . .

18 Credit and charge cards . . . . . .

19 Other (itemize) ▶

20 Total interest expense (add lines 17 through 19). Enter here and on line 35 ▶

Contributions *(See page 17 of Instructions.)*

21 a Cash contributions for which you have receipts or cancelled checks . . . .

b Other cash contributions (show to whom you gave and how much you gave) ▶

22 Other than cash (see page 17 of Instructions for required statement) . . . .

23 Carryover from prior years . . . . .

24 Total contributions (add lines 21a through 23). Enter here and on line 36 . . ▶

Casualty or Theft Loss(es) *(See page 18 of Instructions.)*

25 Loss before insurance reimbursement .

26 Insurance reimbursement . . . . .

27 Subtract line 26 from line 25. If line 26 is more than line 25, enter zero . . .

28 Enter $100 or amount from line 27, whichever is smaller . . . . . .

29 Total casualty or theft loss(es) (subtract line 28 from line 27). Enter here and on line 37 . ▶

Miscellaneous Deductions *(See page 18 of Instructions.)*

30 Union dues . . . .

31 Other (itemize) ▶

32 Total miscellaneous deductions (add lines 30 and 31). Enter here and on line 38 ▶

Summary of Itemized Deductions **A**

(See page 19 of Instructions.)

33 Total medical and dental—from line 10 .

34 Total taxes—from line 16 . . . . .

35 Total interest—from line 20 . . . .

36 Total contributions—from line 24 . . .

37 Total casualty or theft loss(es)—from line 29 .

38 Total miscellaneous—from line 32 . .

39 Add lines 33 through 38 . . . . .

40 If you checked Form 1040, Filing Status box:
2 or 5, enter $3,400 . . . .
1 or 4, enter $2,300 . . . .
3, enter $1,700 . . . . .

41 Subtract line 40 from line 39. Enter here and on Form 1040, line 33. (If line 40 is more than line 39, see the Instructions for line 41 on page 19.) . . . . . ▶

OWNERSHIP OF AN AUTOMOBILE: Planning and Financing

English Class

Grade 10

Jane Packard
Jefferson High School
Lafayette School Corporation
Lafayette, Indiana

Jane Packard

Ownership of an Automobile:
The English Teacher and the Economist

Class Profile:

Grade 10

Ages 15 - 17

Class size: 29

Socio-economic level: Varied, but generally lower middle class

Ability level: Varied, but generally lower half of class

Excerpts from the compositions

I learned how much options cost on different cars...It is going to be difficult to buy a new car with a low yearly income.

I learned more about purchasing a car. I learned that most everything you want for a new car costs extra and that you may not be able to get everything you want in the car. It might cost more than you can afford.

In this unit I learned about jobs and living expenses and buying a car...I also learned how to spend money so that I could afford a car and make reasonable payments on it and also be able to buy things I really need. I learned how to look for and pick out a job that I could do well with my experience and schooling.

SCOPE: This unit is intended to focus upon one major purchase which is of primary interest to most teenagers: the ownership of a car.

Step 1: Gain the interest of the students

Step 2: Investigate the opportunity for work and possible income available for making a decision relative to a purchase of major importance

Step 3: Analysis of related financial impact on goals and priorities

Step 4: Analysis of alternative choices

Step 5: Decision making based upon individual priorities

ABSTRACT: This unit is intended to combine the goals of the economist: help students to make financial decisions based on accurate data and systematic application of the data to individual needs and priorities; and of the English teacher: help the student to write a coherent composition organized logically to introduce a problem, analyze that problem, and arrive at a predictable conclusion.

PFFP COMPETENCIES which this unit addresses are as follows:

1. Analysis of personal goals and priorities as they relate to financial planning
2. Designing of a personal plan reflecting goals, priorities, and resources
3. Changing personal plan to reflect social and economic conditions

PFFP GENERALIZATIONS which this unit develops are as follows:

1. Buying practices are improved when there is self-awareness and understanding of needs and wants
2. The function of financial planning is to maximize options for obtaining, protecting, and using financial resources in ways that enhance personal life.
3. Satisfaction derived from the use of financial resources is directly related to which the uses fulfill individual values and goals.

4. Planning provides a vehicle for the establishment of priorities to satisfy personal needs and wants.
5. Financial plans are strategies for the allocation of resources to achieve personal goals.
6. Personal financial plans help reduce the conflicts among wants and needs.
7. Each infividual's financial plan will differ according to available resources and priorities for their use.
8. The management of individual money can create increased satisfaction at any income level.
9. What the individual buys is governed by a complex decision-making process which involves needs and wants.
10. Effective use of financial resources is judged by the degree goals are realized rather than the process employed.
11. The reality of unlimited wants with limited income is a basic economic condition of each individual.
12. In most cases, the nature of one's work provides the basic income for, and strongly influences the scope and availability of financial resources.
13. Knowledge, abilities, attitudes and skills must be acquired to maximize resources and are directly related to the extent to which they fulfill individual values and goals.

LEARNING GOALS:

1. To analyze individual goals and priorities as they relate to financial planning
2. To investigate and assess a variety of possible alternatives
3. To become familiar with the decision-making process and gain a knowledge of opportunity costs
4. To plan and organize a composition in a logical, systematic process
5. To become aware of the impact of individual desires on one's individual needs

INSTRUCTIONAL PROCEDURE

DAY 1: Introduction of Unit

Statement of objectives, summary of pupil activities, list of resource materials available, preview of class group activities

Present slides of the object to be purchased: thirty slides, three of each of the ten automobiles being considered for purchase

List characteristics desired in the final purchase

Distribute information sheets for each of the automobiles being considered

Begin in class the paragraph in which the student writes why he is considering the purchase of a specific automobile

DAY 2: Teacher collects final draft of paragraph; student retains rough draft as a guide

Distribute the Indiana Labor Market information sheets as follows:

a. Projections: Highlights of Indiana's Industry & Occupational Employment Projections -- 1974-1985

b. Career Directions: Need for Workers in Selected Vocational-Technical Occupations in Region 4, Indiana, 1979-1980

c. Indiana Labor Market: Occupations in Demand in Lafayette, current month

Discuss the possibilities of jobs available upon graduation, those in high demand in this region, current openings in the Lafayette area and the average pay for each category

Student charts job availability and his own preparation for that specific job

Distribute manila folders for accumulation of information; student labels own folder

DAY 3: Teacher distributes student paragraphs about desired characteristics in preferred automobiles

Grammar and spelling lesson based on assessment of paragraphs

Distribute charts for assessing expected pay on job, itemized deductions, and take-home pay

Each student completes his chart during class in order that individual questions may be answered

Each student is instructed to prepare for Day 4 a list of currect expenses, including an amount which his parents will charge him for rent and food at the time the student becomes a full-time employee

DAY 4: Distribute charts for personal expenses; complete the chart during class time

Conclude for each student how much money will be available for a car payment

DAY 5: Discuss the cost of owning an automobile

Distribute data sheet which includes non-voluntary costs such as insurance, license, etc.

Estimate the cost of day-to-day driving of the automobile (each student will have a different estimate based upon the student's need for and usage of the automobile)

Distribute charts for individual student's cost for owning and using an automobile

Relate the cost of the automobile to the money available for car payment

DAY 6: Discuss the term "opportunity cost"

Distribute charts for identification of and cost of items which student wants but must forego in order to make car payments

Complete the charts in class

Distribute data sheets showing opportunity for and costs of alternative modes of transportation

DAY 7: Student examines information in folder; concludes whether he will purchase an automobile or choose an alternate mode of transportation

Under class supervision, student writes outline for composition as follows:

Paragraph 1: Statement of the problem

Paragraph 2: Description of "ideal" car (paragraph is already written and in the folder)

Paragraph 3: Job availability and income; estimated "take-home" pay

Paragraph 4: Cost of living, including the purchase of a car

Paragraph 5: Other ways of spending the money available for purchase of an automobile (opportunity cost)

Paragraph 6: Possible alternatives to automobile ownership

Paragraph 7: Conclusion

Final draft of composition is begun in class

DAY 8: Rough draft of composition is due at the beginning of class period

Students are divided into small groups, according to whether student opted for automobile or alternative transportation

Each group drafts a list of possible outcomes of this decision-making process: learning, behavior, impact on other decision-making, benefits of such a process

DAY 9: Rough drafts are returned; students write in class the final draft of the composition

RESOURCE MATERIALS AVAILABLE:

*1. Thirty slides of the following automobiles: Pontiac Trans-Am, Dodge Mirada, Ford Escort, Chevrolet Citation, Chryler K-Car, Toyota, AMC Eagle, Peugeot, Cadillac Eldorado, Ford Thunderbird

2. Information sheets for specifications of each of these automobiles

*3. Indiana Labor Market data sheets:
   a. Occupations in Demand in Lafayette: current
   b. Occupations Information Release: Region 4
   c. Career Director Projections -- 1974 - 1985

4. Individual charts for assessment of job availability vs student preparation

5. Individual income charts, including expected deducations

6. Individual personal living expense charts

7. Information sheets providing cost for automobile ownership, including cost of financing

8. Chart for individual cost of owning and using an automobile

9. Individual chart for identification and cost of items which student must forego if money is used to purchase a car

10. Date sheet showing opportunity for and cost of alternative modes of transportation

BUDGET ITEMS:

1.	30 manila folders:	$3.60
2.	Slides	8.10
3.	Six hand calculators	56.10
		$67.80

* available upon request from TRIAD.

COST OF AUTOMOBILE

Base and Options

CAMARO "Z-28"

Base	$8263
Air Conditioning	560
T-Top	695
AM-FM Cassette	252
Cruise Control	132
Automatic Transmission	361
Power Windows	140
Aluminum Wheels	253
Tilt Wheel	81
Note: 4-Speed Transmission is standard	
Freight	283

CITATION 2-Door Hatchback

Base	$6272
Air Conditioning	600
Power Steering	168
Power Brakes	79
Automatic Transmission	349
Radio (AM-FM only)	100
Freight	230

FIREBIRD (Basic Model: T-Top Not Available)

Base	$6900

FIREBIRD ESPRIT (Luxury Sport Model)

Base	$7644
Air Conditioning	560
T-Top	695
Stereo-Tape Deck	287
Rally-Sport Wheels	89
8-Cylinder Engine (265)	50
Freight	264

Note: Power Brakes and Power Steering are standard

TRANS-AM (Deluxe Performance Car of the Firebird)

Base	$8322
Air Conditioning	560
Stereo-Tape Deck	287
Painted Bird on Hood	118
Freight	264

Note: Automatic Transmission; 4-Speed must be special ordered

Tinted Glass is extra on all models 75

COST OF AUTOMOBILE

Base and Options

ARIES "K"

Base	$5880
Air Conditioning	605
Automatic Transmission	360
Power Steering	174
Power Brakes	82
AM-FM Radio	100
Cruise Control	132
Transportation	300

OMNI "024" 2-Door

Base	$6149
Air Conditioning	554
Automatic Transmission	359
Rear Window Wiper-Washer	83
AM-FM Radio Stereo	186
Light Package	49
Floor Mats (front and rear)	43
Stripe	150
Transportation	250

RAMCHARGER 4-Wheel Drive

Base	$9446
Automatic Transmission	700
Convenience Package	90
Ramcharger Royal "SE" Exterior and Interior Package	1005

MONTE CARLO

Base	$7299
Air Conditioning	600
T-Top	700
Power "sky roof"	651
AM-FM Stereo System	252
Freight	250

CHEVETTE Scooter

Base	$5254
Radio (AM-FM Stereo)	200
Air Conditioning	531
Automatic Transmission	335
Freight	211

COST OF AUTOMOBILE

Base and Options

SUNBIRD Coupe

Base	$4623
Air Conditioning	531
Automatic Transmission	320
Power Brakes	76
Power Steering	158
AM-FM Radio	112
Freight	255

SUNBIRD Hatchback

Base	$4808

Note: Everything else, the same

SPIRIT 2-Door Liftback (by American Motors)

Base	$5516
Power Steering	164
Center Console Arm Rest	78
Special Seat Fabric	29
Wide-Body and Side Moldings	70
Convenience Light Group	63
Transportation	235

EAGLE 2-Door 4Wheel Drive (by American Motors)

Base	$6599
White Radial Glass Belted Tires	49
AM-FM Push-Button Radio	89
Transportation	245

CUTLASS SUPREME 2-Door

Base	$7484
Air Conditioning	585
Color-Coded Seat Belt	22
Tinted Windows	75
Body-Side Moldings	27
Bottom Moldings	71
Floor Mats	25
Sport Mirror	41
Accent Stripe	35
Mag Wheels	89
AM-FM Radio	178
AM Radio	90

COST OF AUTOMOBILE

Base and Options

OMEGA 2-Door Oldsmobile Sport

Base	$6343
Sports Package (Includes special bumpers, grille, fenders, rear spoiler, blacked-out window)	669
Sun Roof	246
Automatic Transmission	349
Tinted Glass	75
Contour Bucket Front Seats	91
Sports Console	86
Floor Mats	25
Pulse Windshield Wiper	41
Simulated Wire Wheel Discs	200
Radio with Tape Player	186
Air Conditioning	585

THUNDERBIRD

Base	$7551
Air Conditioning	585
Bucket Seats in front	
"Recaro"	376
Regular	182
Stereo Radio with Tape Deck	321
Cruise Control	132
Special Wheel Cover	135
Keyless Entry System	60
Special Instrument Cluster	322

MUSTANG

Base	$6216
T-Roof	823
Disc Wheels Trim Ring	70
Forged Aluminum Wheels	346
Power Steering	156
Power Brakes	76
AM-FM Radio	88
With Cassette	174

ESCORT (Ford Motor Company) 2-Door Hatchback

Base	$5158

OPPORTUNITY COSTS

Item not purchased	Cost of Item
1. __________	$ __________
2. __________	__________
3. __________	__________
4. __________	__________
5. __________	__________
6. __________	__________
7. __________	__________
8. __________	__________
9. __________	__________
TOTAL OPPORTUNITY COST	$ __________

124

COST OF ALTERNATIVE MODES OF TRANSPORTATION

Bus

Cost per day $ ______

Cost per week ______

Cost per month ______

Cost per year ______

Ride with Friend

Cost per day $ ______

Cost per week ______

Cost per month ______

Cost per year ______

Low-Priced Car	Medium-Priced Car	Luxury-Model Car	
			Base Price
			Freight
			Option I
			Option II
			Option III
			Option IV
			Option V
			Option VI
			Cost of car plus Options
			Title
			Gas for 10,000 miles at $1.30 per gallon
			Insurance
			Finance Charge at 18% of balance after down payment
			TOTAL COST OF CAR FOR ONE YEAR

ANALYSIS OF COST OF CAR OWNERSHIP FOR ONE YEAR

	Hourly Rate	Weekly Pay (40 hours)	Pay for a Month (4 weeks)	Pay for a Year (50 weeks)	Social Security Deduction for One Year	Internal Revenue Service (one year	State Income Tax Deduction	TAKE-HOME PAY for the Year	Rent (for year)	Food (for year)	Clothing	TOTAL LIVING COST (for one year)	REMAINDER OF INCOME AVAILABLE FOR PURCHASE OF AUTOMOBILE
NOW (as a Sophomore)													
Job I													
Job II													
1983 (as a Graduate from High School)													
Job I													
Job II													
1987 (as a Graduate from College)													
Job I													
Job II													

ANALYSIS OF JOB INCOME AND LIVING EXPENSES

PART III: CONSUMER ECONOMICS CURRICULUM UNITS

Wump World Wants and Needs

Kindergarten - 1

Patty Williamson

Subject Area: Unit integrates language, art, music, dramatics, gross-motor and social studies.

Ability Level: Encompasses broad range.

Community: City

Time Requirements: 1 week

Economic Concepts This Unit Addresses:

1. Every Being has wants and needs.
2. All people respond to conflict of unlimited wants and limited resources by making choices.
3. One must be willing to give something (service, skill, money) to get what is desired.
4. Incomes of money are received for skill or labor.

Abstract:

This unit is based on the story, The Wump World, by Bill Peet. The Wumps are a peace-loving group whose land is invaded by another planet, the Polluters.
(The unit is followed by a unit on conservation.)
Time is spent involving the child in identifying with the Wumps through music and creative dramatics.

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Books

Annie's Spending Spree, Watson. Viking, 1957.
Belinda's New Shoes, Bromhall. Knopf, 1945.
Big World and the Little House, Krauss. Harper, 1949.
Everybody Has a House, Green.
Gone is Gone, Gag. Coward, 1935.
Little Family, Lenski. Doubleday, 1953.
Noah's Ark, Haley.
Pair of Red Clogs, Matsuno. World, 1960.
Socks for Supper, Kent. Parents' Magazine.
The Best Nest, Eastman. Random House.
The Wump World, Peet. Houghton Mifflin, 1970.

Professional

Economic Education, Minneapolis Schools, 1967.
Economics in Action, 1977.

Films

Litterbug, Disney.
The Carpenter's Three Wishes, Coronet
The Lorax, BFA Films

Filmstrip

Winnie the Pooh and the Value of Things, Disney

Slides

Problem-solving unit, HELP, Center for Early Learning

Records

"Susie, the Little Blue Car," a Golden Read-a-story series
"The Carrot Seed" Krauss.
"The In Sounds from Way Out!" Perry-Kingsley, Vanguard.
"The Moldau," Smetana, Angel Records

Illustrations for Wump World Wants and Needs
are taken from The Wump World by Bill Peet
(Houghton Mifflin Company, Boston, 1970).

Wump World Wants and Needs

Kindergarten - 1

OVERVIEW OF DEVELOPMENTAL STRATEGIES

Day 1

Concept: Needs

Introduce Wump World and set mood.

Read Wump World

Creative movement to music

Discussion: What did the Wumps need? What needs do we have?

Activity: Make "needs" collage from magazine pictures

Reinforcers: Classroom needs, milktime, playtime, clean-up.

Songs: I need a Brand new haircut, Everybody's Special

Free choice: Play flannelboard game "Wump Needs"

Day 2

Concept: Wants

Review "needs" Give examples of wants, needs and how they differ. Discuss.

Film: The Carpenter's Three Wishes

Games: I want to play

Poem: "Just Dreamin'"

Make Wishing Picture If you could have anything you wanted draw about that. Share drawings.

Reinforcers: Susie wants to cut and paste. She needs ____. It is raining. John wants to keep his feet dry. He needs ____.

Free choice: Flannelboard game

Continuation
Wump World Wants and Needs Kindergarten - 1

OVERVIEW OF DEVELOPMENTAL STRATEGIES

Day 3

Concept: Differentiating wants and needs.

Briefly review the Wump World story.

Play Wants and Needs Game, using with various articles as pencil, crayon, shoelace. Child identifies use and verbalizes the want-need aspect of the article.

Slides on Problem-solving, HELP material

Sing songs we learned

Game: "Do You Want to Play"

Day 5

Concept: Same as day 4

Review.

Let other children enjoy the play.

Make Wump masks from paper sacks. For those who forget, trade a task in the room for a bag.

Trade materials for the project.

Day 4

Concept: to get something that is needed or desired, something must be paid, a money or service.

Present original story about Wumps, reclaiming their land and their choices in jobs

Dramatize the story

Activity: Making paper chain. Each child needs 8 colors. Pass out so some have too many of one color, not enough of another. They trade until they get what they need for the project.

Play: "Trade It" Collect articles such as balloon, baseball cards, novelety erasers. Give to children. They trade until they get just what they want.

Economics in Kindergarten

Kindergarten

Jane Yoder

Ability Level: Ages 5 and 6; Socio-economic level--low to low medium, abilities ranged from low to high

Community: Small Town

Time Requirements: One week

Economic Concepts This Unit Addresses:

Expressed from children's interpretation:

1. Everyone wants many things
2. Someone must do the work to make the things people want
3. No one can have all the things he or she wants: Each of us must make choices

Abstract:

The basic concepts are the following:

1. Wants are for both goods and services
2. Everyone has wants and needs
3. There are economic goods and free goods
4. Since all wants cannot be satisfied there is a need for choice making
5. Economic goods have a price

At the end of the unit, children should be able to :

1. distinguish a want as to whether it is a good or a service
2. understand that not all wants can be satisfied
3. distinguish between economic goods and free goods
4. understand there is a cost value for economic goods and services
5. experience choice making in everyday experiences related to game experiences

Major Activities: Culminating activity: store visit to Payless

Continuation **Economics in Kindergarten** Kindergarten

Abstract:

Wants and Needs
1 or 2 days

Wishing game (tangible objects-family sharing)

Introduce vocabulary: consumer goods, consumer services, money, price, wants, consumer

Tell story "Henry's Nickel" by Michael Feeney (flannel board)

Goods and Services
1 or 2 days

Review vocabulary: consumer goods and services, free goods, economic goods, economic services

Play "Match Up" game-match goods with a service

Read free goods stories about rain, beach, wind, snow

Sing songs about workers and their jobs

Invite resource people to classroom to talk about their jobs and services

Choices
2 days

Introduce vocabulary: decision-making, goals, choice

Discuss: room helpers, choice of game or toy to play or free play, choices we make all day long

Play game "The Golden Goose" (designed by teacher)

Specific Activities:

1. Tell the story of "Henry's Nickel" by Michael Feeney using flannel board characters--unit contains pictures and sampples of characters--a favorite with the students, good for individualized instruction
2. Design a mural about Henry and the store
3. Tell other stories, "Old Lady in the Vinegar Bottle" with music in *This Is Music*.
4. Creative dramatics: Play store and sing "Let's Play Store" in *Play and Sing*.
5. Take a field trip to a store and experience buying something for a nickel.
6. Tell free goods stories: "Rain" by Virginia Parsons, "On My Beach Are Many Pebbles" by Leo Lionni, "When The Wind Stops" by Charlotte Zolotow, "The Snowy Day" by Ezra Keats
7. Sing songs about workers often found in the kindergarten book, *Singing Fun*
8. Filmstrips about living together: "Family Helpers" and "A Friend Shopping Trip."

Continuation **Economics in Kindergarten** Kindergarten

Specific Activities

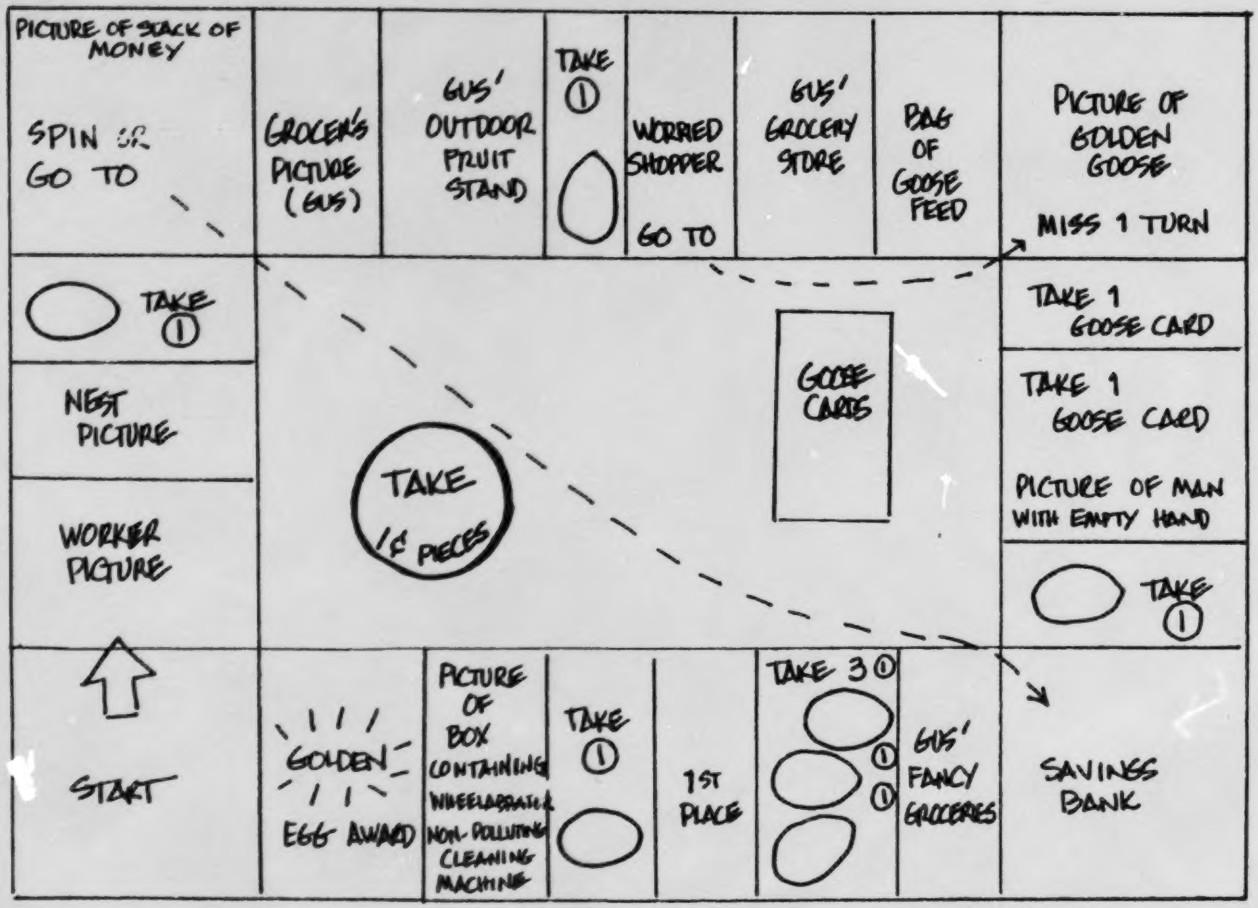
9. Have children help to create a bulletin board of community [redacted] helpers.
10. Invite community helpers to the classroom to talk about their jobs.
11. Children play "Match Up" game matching people to services.
12. Take a field trip to a supermarket or visit a zoo.
13. Students put into practice during the second semester and last week of school: Choice of good or unaccepted behavior became each student's responsibility. School devised a + and - award and points were scored. Each class earned $15.00 award and made the choice of how to spend it. That choice was a trip to the park, ice cream, pizza and milk.

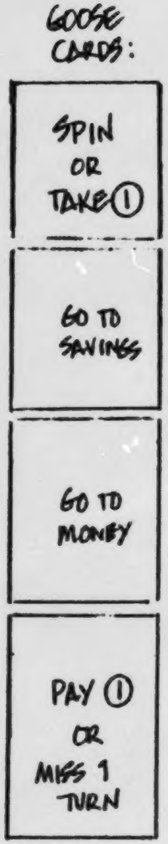
Directions for playing the Golden Goose Game:

Equipment needed: Spinner, 0-1-2-3
Pennies or reproduction 1¢ pieces
Six L'eggs eggs in colors of yellow, gold, silver, blue, pink, white
Awards: Each egg contains a ribbon of the same color which can be pinned on the child. The golden ribbon is the most magnificent.
Goose cards and game board (see next page)

Introduction to the game: Talk with the children about the pictures, the choices of the game, 1¢ money, goose cards, alternatives and the fact of a choice of eggs at the finish.

Directions: 1-3 children can play. Moves on the board are determined by spinner. Choices and rewards are marked on the board. Rewards are determined by the number of 1¢ pieces collected at finish. Pick reward out of colored egg.
Cost of rewards: Golden-5¢, Silver-4¢, Yellow-3¢, Blue-2¢, Pink-1¢, White-0¢


PICTURE OF STACK OF MONEY
SPIN OR GO TO
GROCER'S PICTURE (GUS)
GUS' OUTDOOR FRUIT STAND
TAKE ①
WORRIED SHOPPER
GO TO
GUS' GROCERY STORE
BAG OF GOOSE FEED
PICTURE OF GOLDEN GOOSE
MISS 1 TURN
TAKE ①
NEST PICTURE
WORKER PICTURE
TAKE 1¢ PIECES
GOOSE CARDS
TAKE 1 GOOSE CARD
TAKE 1 GOOSE CARD
PICTURE OF MAN WITH EMPTY HAND
TAKE ①
START
GOLDEN EGG AWARD
PICTURE OF BOX CONTAINING WHEELABRATOR NON-POLLUTING CLEANING MACHINE
TAKE ①
1ST PLACE
TAKE 3 ①
①
①
GUS' FANCY GROCERIES
SAVINGS BANK


GOOSE CARDS:
SPIN OR TAKE ①
GO TO SAVINGS
GO TO MONEY
PAY ① OR MISS 1 TURN

Pictures for the Golden Goose Game board are taken from The Golden Goose, An Annual Report for Young People/1976, Wheelabrator-Frye, Inc., Liberty Lane, Hampton, New Hampshire 03842. The original game board and playing pieces are available upon request from TRIAD Teacher Center.

Handy Thumbprint Magnets Company Kindergarten

Jane Ann George

Subject Area: Introduction to Consumer Economic Terms Related to Areas in the Kindergarten Curriculum (Language, Math, Physical Ed., Art)

Ability Level: Ranging from low to high

Community: Rural

Time Requirements: 1 week
4 days - discussion and preparation (time varies according to activity
1 day - running of the assembly line (total session time needed).

Economic Concepts This Unit Addresses:
Division of labor and specialization
Consumer, producer, product
Assembly line production

Abstract:

The basic concept of this unit is to demonstrate how a group of people work together to produce an end product. The assembly line process is the teaching tool used to develop manipulative materials to relate to the beginning economic terms of division of labor, specialization, consumer, producer, product and assembly line production. Each student is assigned to a specific job and becomes a worker on the assembly line. At the end of the unit the student has participated both as a producer and a consumer, he understands and is able to explain a variety of beginning economic terms.

The student activities are class discussions relating to the terms, touring a fast food restaurant and the deli, bakery and meat departments of a grocery, making hardhats to wear to work, starting with raw materials and finishing with a packaged product on an assembly line, preparing a store to distribute the product and selling products for "donations" in order to pay for the materials. The extra donations are then used for a "reward" for the workers.

Specific Activities:

(Have students draw pictures on the magnets with fine tipped markers instead of making thumbprints on them.)

1. Take snapshots of children working on assembly line.

Have the children dictate stories about each picture - display stories and pictures on bulletin board with background paper covered in thumbprints.

2. Workers role - have each child sign his name and make his thumbprint at the end of his name.
3. Hardhats: Make a visor-shaped hat. Have each child trace and cut out his hand 8 times. Staple hands on visor, glue tips of fingers together. Wear to work.
4. Pretend you ride to work on a bus, stop for a break, serve snacks, do exercises, jogging, return to work.
5. Math - print each child's hands with black paint write numbers above each finger.
6. Explain unit to persons encountered on field trips so they can relate their business to the terms being discussed.
7. Make products on assembly line during regular session. If distributed at a school function, set up assembly line that evening so each child can make a magnet for his parents, doing and explaining each job from start to finish.
8. Have children distribute product in self-made store.
9. Reward (example): Have a local pizza business bring hats, balloons, coloring books and ingredients to make pizza. Let children make their own pizza, cook in the school lunchroom and serve to the students. A fun and exciting end to a unit full of learning and new experiences.

Snowman Production Kindergarten, Ages 5 and 6

Jane Yoder

Subject Area: The world of work and production in a society.

Ability Level: Children from low to medium income families; ability: low to high

Community: Small Town

Time Requirements: One to three weeks.

Economic Concepts This Unit Addresses:

1. Satisfying needs and wants from limited resources (factors of production: natural resources, capital goods, labor, management)
2. Income
3. Goods and Services
4. Division of labor and the use of tools increase production

Abstract:

This unit stresses the basic concepts of production, division of labor and income in relation to producing a good or service. Assembly line production will be the final goal of the class. The assembly line will produce a good: a snowman.

The student will be able to understand:

1. The resources needed to produce a product
2. the importance of each resource in the production process
3. the terms "producer" and "consumer"
4. how income is earned by producing a good

Major Activities:

1. Discussion with pictures about people working, poems about worker and why work, and activities about workers: those who work with nature, those who work with machines and those who work with people.
2. Discuss how work can be divided up and who plans the work (division of responsibilities in the room)
3. Discuss new vocabulary: production, assembly line and profit or loss

Continuation   Snowman Production   Kindergarten

Abstract:

4. Read "Snowman For Sale" by Donna I. Pape, Garrard Publishing Co.
5. Plan a snowman factory
6. View filmstrips on assembly line production
7. Construct a hard hat for workers
8. Introduce the Snowman Game
9. Take one day for the assembly line production; discuss profit or loss
10. Review concepts with songs, finger play, flannel story

Other assembly lines could be Kool-Aid production, Peanut-butter and jelly sandwiches, paper chain production and chocolate sundaes

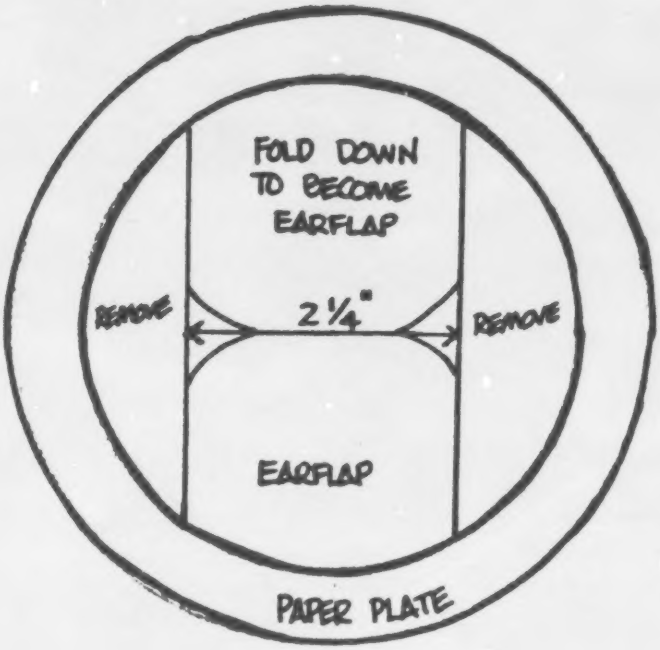
Specific Activities:

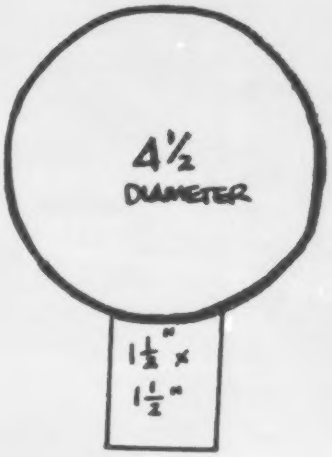
1. Utilize poems when discussing: "Why Work," "The Tale of Ms. Macintired" and "Two Scoops For a Dime," "Making a Profit."
2. Show film, "People Working with Things," Career Awareness Series, McGraw Hill Films, Jim Burroughs, 1975.
3. Sing Song: "It's Fun to be a Helper", Music Around the Clock, p. 15.
4. Read story, "What Do People Do All Day?" by Richard Scarey, Random House, 1968.
5. View filmstrips on assembly line: "Eli Whitney Changes America: the Cotton Gin and Interchangeable Parts," "The Automobile: Henry Ford Reshapes America."
6. Read "Snowman for Sale" by Donna I. Pape, Garrard Publishing Co.
7. Arrange for a field trip to visit an assembly line in action.
8. Introduce the Snowman Game (see unit for design and patterns)
9. Construct a hard hat out of paper for workers.
10. View books showing pictures of assembly lines: Millions of Cars by Hall Buetler and How Airplanes Are Made and How Automobiles Are Made by David Cooks.
11. Extra activities include naming a business, electing a president and vice-president, foreman, workers, sellers, establishing a need for a loan to start the business, setting the price and profit.
12. Establish the assembly line production including snow makers (made from soap flakes),

Specific Activities

large snowball makers, small snowball makers, assembler, face attachers, hat and scarf attachers, boxers, and packers. Others needed are managers, a foreman, clean-up crew and sellers.

13. While assembling and working, listen to songs from Singing Fun, "The Funny Little Snowman" p. 21; "The Snowman," p. 18; and "The Snowman," p. 101 from The Kindergarten Book.


FOLD DOWN TO BECOME EARFLAP
REMOVE
2 ¼"
REMOVE
EARFLAP
PAPER PLATE


4½
DIAMETER
1½" x
1½"

Directions for hard hat

1 plastic coated paper plate
Cut out half moons on each side of denter plate, leaving center strip 2/¼" wide. (see diagram) Cut this strip in half and curve center edges. Fold flaps down. Cut out four 4/½" snowballs with a 1/½" X 1½" strip on one side. Staple balls to hat so that they stick up. Plate is worn on head upside down.

PSYCHOBIOLOGICAL TECHNIQUES

KEY WORDS

Fixation
Perfusion
Microtome
Nissl Stain
Golgi Stain
Fink-Heimer Stain
Gliosis
Stereotaxic Atlas
Stereotaxic Instrument
Lesion/Ablation
Macro and Micro Electrodes
Averaging Evoked Potentials
Iontophoresis

Intracellular Recording
Retrograde Degeneration
Anterograde degeneration

Let's Have a Cookie Sale

Grade One

Mary Alice Burget

Ability Level: Low to high Average, 26 students

Community: Small city

Time Requirements: Two weeks

Economic Concepts This Unit Addresses:
Productive Resources
Economic Incentives

Abstract:

This unit introduces first-graders to the concept of land, labor and capital. The children recognize the necessity of a building, labor, ingredients and equipment to make cookies. Profit takes on real meaning when one needs to earn enough money from selling cookies to pay the loan for the ingredients and have money left to buy materials to make parents' Christmas gifts. Activities in the unit provide experiences in decision-making, baking and frosting cookies, making posters, speaking to large (25 to 30) groups of children, and operating a cookie sale. At the end of this unit the children will:

1. Identify two of three correct pictures showing what is needed to bake cookies (building, labor, ingredients) when given a paper with six different pictures on it.
2. Answer yes when verbally asked the question, "Is profit the money a baker has left after paying for his building, labor, ingredients and equipment?"
3. Answer, "Bank" when verbally asked where a businessman could go to borrow money.

Specific Activities:

On the Monday following Thanksgiving the class decided (at my motivation) that it would be nice if we could earn money to buy materials to make Christmas gifts for our parents. They made several suggestions and I suggested a Christmas Cookie Sale. We employed a decision-making model with criteria and alternatives and a Christmas Cookie Sale was the decision. Discussion followed on what was needed to bake cookies until the children determined a building, workers, equipment and ingredients as necessary.

Specific Activities

A large bulletin board emphasizing building, labor, equipment, and ingredients was put up on Tuesday and used as a reference to the land-labor-capital concept throughout the unit. I volunteered to be the "bank" and loan the class money for the ingredients.

To advertise and promote the sale, hall and room posters were made and talks were given to all other classes in the building. The children determined posters and talks needed to tell what, when, where, how much, and by whom. Each child made a poster to be displayed. For the room talks, the children dictated what should be said and I wrote it down. The 18 children volunteered to talk to the other classes and two teams of 9 were organized. I divided the talks into 9 parts. Children could either read or just tell their part. (It did away with any just standing and staring when they gave the talks to the other classes.) The entire class went to all the other rooms with the two teams alternating presentations.

The actual baking took place on Thursday and Friday afternoons. It took 1½ hours to bake and clean-up for six dozen cookies. The class was divided in half: one group stayed in the classroom with the aide and the other went to the lunch room and kitchen to bake. There we worked in one large group to mix the dough and then divided into four groups working at two 12 foot tables to roll and cut-out the cookies. We floured and rolled right on the formica tables. The children brought in mixing bowls, measuring cups and spoons, rolling pins and cookie sheets to use. Specialization did not work with these first-graders. They worked out their own systems of sharing the rolling, cutting and lifting. (In addition to the two batches of cookies baked at school by the children, I baked two additional ones at home which the children frosted.)

The whole class, working in pairs, frosted and decorated the cookies on Monday afternoon. They broke very few in the process. (The main source of breakage was in storage between baking and frosting.) I mixed the frosting and put some in a margarine tub for each pair. Each child had a plastic knife to

Specific Activities

use. This was done in the art room around tables seating four children.

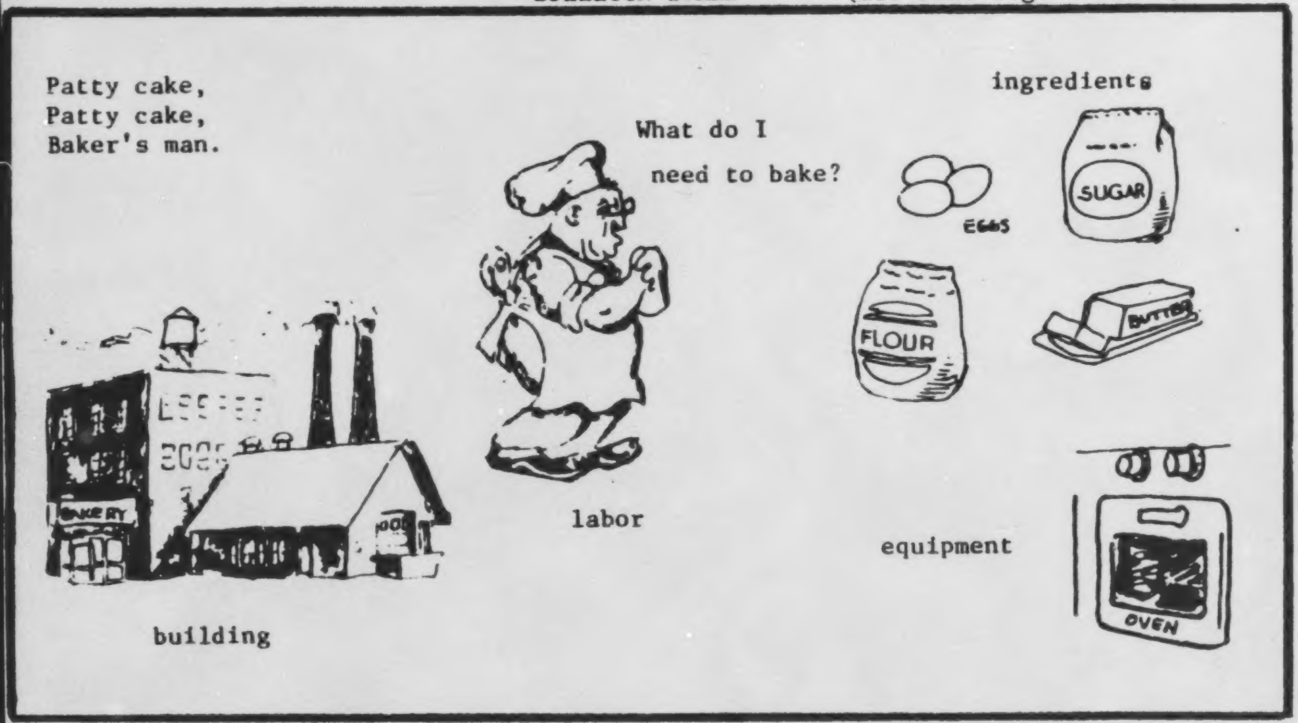
The sale took place in the lunch room at morning recesses on Tuesday. Cookies cost 10¢ each with broken ones being sold 2 for 10¢. Our sales talks had emphasized that customers were to have dimes, nickels or pennies to buy the cookies as we are just learning about money. Three twelve foot tables were covered with red, green and white paper and placed end-to-end for 13 selling stations. One twelve foot table was placed behind these to hold the extra cookies. Again the children worked in pairs. A margarine tub was placed at each station to be used as a money container. Each pair selected their selling station. Then they placed 10 cookies there facing the customers. Six sixth graders came to help out in case there were any money problems. One child sold cookies and the other kept replenishing the stock during the first recess and then the two reversed roles the second recess. The custodian let about 20 children into the salesroom at a time. The sale went very smoothly. Over 300 cookies were sold in 30 minutes. The loan was paid off and a nifty profit realized!

NEVER FAIL CUT-OUT COOKIES (Makes 6 dz. large cookies)

1½ pounds margarine at room temperature
1½ cups sugar
3 eggs unbeaten
9 cups al-purpose flour
1½ teaspoons baking powder
5 teaspoons vanilla

Heat oven to 350 degrees. Cream margarine and sugar, add eggs and vanilla and beat until fluffy. Add flour and baking powder and stir until well blended. The dough will be very thick. You may have to knead it with your hands a little. Divide dough into 8 portions. Lightly flour board and rolling pin and toll out to ¼ inch thick. Cut out with cookie cutters. Bake on ungreased cookie sheet for 10 to 12 minutes. May be frosted by adding 1½ tablespoon hot water to 1 cup powdered sugar. Color and flavor as desired. Takes about 3 cups frosting for 6 dozen cookies.

BULLETIN BOARD (use real bags & boxes)


Patty cake,
Patty cake,
Baker's man.
What do I need to bake?
ingredients
EGGS
SUGAR
FLOUR
BUTTER
BAKERY
building
labor
equipment
OVEN

146

Money and the Market Place Grade One

Judy Cittadine and Sue Duncan

Subject Area: Co-ordinates with a nutrition unit

Ability Level: Regular classroom or students with learning problems who would benefit from a low student to teacher ratio.

Time Requirements: Two weeks

Community: Small Town

Economic Concepts This Unit Addresses:

Choice
Money Values

Abstract:

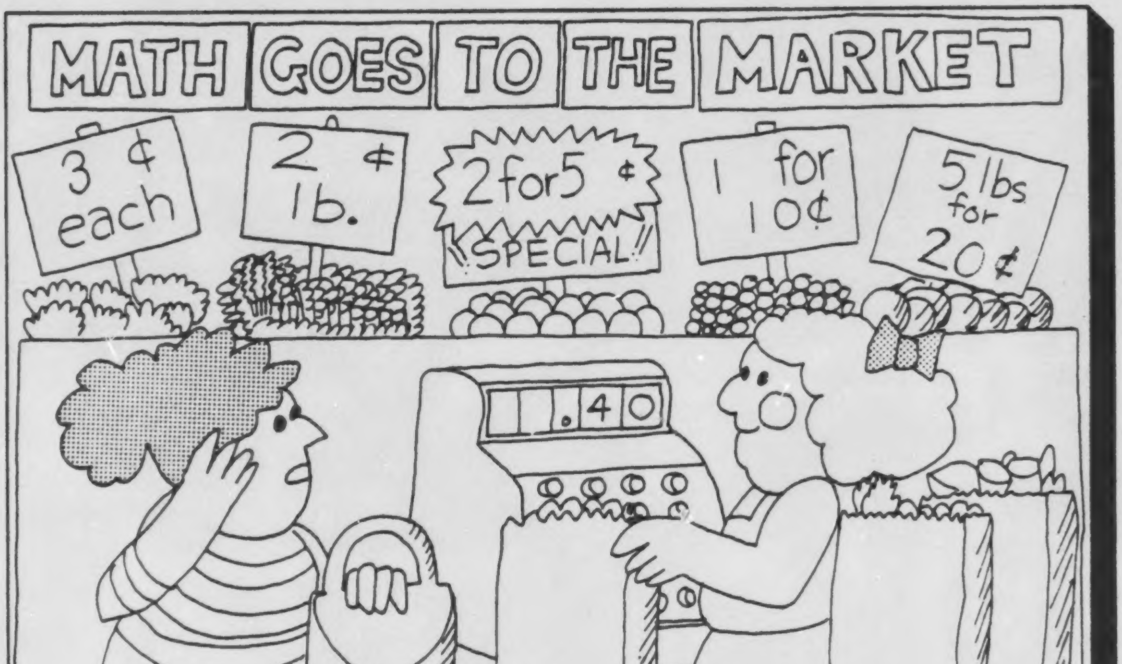
"The Market Place" is a classroom store where children can choose various goods that can be purchased with the exchange of play money. The Market Place is taught as a unit preceeding the study of nutrition. The value of the coins: penny, nickel, dime will be included with this unit.

"The Market Place" is a three-sided structure which can be folded up for easy storage. Constructed entirely out of pegboard, it allows for hooks to be inserted so that the goods to be sold can be displayed. To construct, cut one 8x10 sheet of peg board (cardboard may be substituted) into three sides which are laced together with yarn. Goods to be purchased by consumers can consist of pictures of various food products, empty containers, and/or artificial food models. The children will take turns role playing as consumers and merchant using miniature shopping carts and a toy cash register. The coins can be made by using coin stamps and construction paper.

The students become wise consumers by learning to make good choices on their limited budget of play money. This unit works well to reinforce a nutrition unit on good eating habits and balanced diet. Each child is given a set amount of money to enter the market place to make purchases; out of this money must come the food for three meals plus snacks for the day.

Teaching money values becomes a bit easier for the teacher and more meaningful and fun for the students. The youngsters also learn to read price tags and count out change.

LIBERTY
IN GOD WE TRUST


MATH GOES TO THE MARKET
3¢ each
2¢ lb.
2for5¢
SPECIAL!
1 for 10¢
5lbs for 20¢
.40

"4 - 4 - 3 - 2"

Second Grade

Ruth Ann Chitty

Subject Area: Health and Social Studies

Ability Level: Heterogeneous

Community: Small Town

Time Requirements: Approximately a 30-minute period each day for a 2-week period. It will also be integrated in other courses during the day. This includes morning papers, spelling, English, and math.

Economic Concepts This Unit Addresses:

1. Choice
2. Wants
3. Needs
4. Freedom
5. Trade-off

The unit stresses the importance of choice and how choice affects one's needs and wants. Each one has the freedom to make choices for needs and wants. There are times that one has to trade-off.

Abstract:

The unit has the following objectives:

1. The student will know of the many choices to make for foods.
2. The student will become aware of the importance of choices made in selecting and eating foods as they affect his or her needs and wants.
3. The student learns about the number of foods that are needed each day from each of the food groups for good nutrition.
4. The student will have the freedom to make food choices in playing games, making a mobile, bulletin board, and at the supermarket.
5. The student will gain knowledge to help make choices by listening, discussing, and observing.
6. The student will have an opportunity and freedom to choose as a group and as an individual.
7. The student will ahve the opportunity to prepare and sample food and then may become aware of new and different foods that may affect future choices that help satisfy needs and wants.

RESOURCES

1. Work with and co-operate with other team teachers for the second grade.
2. Land, Labor, and Capital:
    - a. Supply of pictures, papers, and material to, also, be used in other courses during this period.
    - b. Food models
    - c. Puppets
    - d. Coat hangers
    - e. String
    - f. Yarn
    - g. Films
    - h. Film strips
    - i. Trend and other bulletin board pictures and materials.
    - j. Seed catalogs
    - k. Magazines
    - l. Finger Play books
    - m. I Want to Be books
    - n. Compton's Pre-encyclopedia
    - o. Funk & Wagnall's Encyclopedia
    - p. Copies of stories--
      "Cheese, Peas, and Chocolate Pudding"
      "The Thing the Professor Forgot"
    - q. Treats and awards for the games, such as carrot and celery sticks, marshmallows, jelly beans, and animal crackers.
    - r. U.S. Department of Agriculture Yearbook - 1979

3. Other sources of help:
    - a. National Dairy Council
    - b. American Cancer Society, Inc.
    - c. U.S. Deparment of Agriculture
    - d. School Library
    - e. Public Library
    - f. Lafayette Journal Courier Newspaper
    - g. Supermarkets, such as Krogers and Pay Less
    - h. Wabash Valley Education Center
    - i. American Institute of Baking

Continuation "4 - 4 - 3 - 2" Second Grade

WHAT DID YOU LEARN?

Name ______________________________

For a healthy YOU, eat foods each day from the 4 Foods Groups.

1. How many foods do you need from each?

   a. Meat group ______________

   b. Dairy group ______________

   c. Fruit and Vegetable group ______________

   d. Bread and Cereal group ______________

2. Which group do the following foods belong? (Use the above letters a, b, c, or d in each blank below.)

butter __________

ice cream ________

cheese __________

green beans ______

noodles _________

hamburger _________

rice ______________

milkshake _________

fish ______________

potato ____________

egg __________

hot dog ______

apple ________

oatmeal ______

grapes _______

3. Choose 2 healthy snacks and in what food group is each one?

   a. ____________________ ____________________

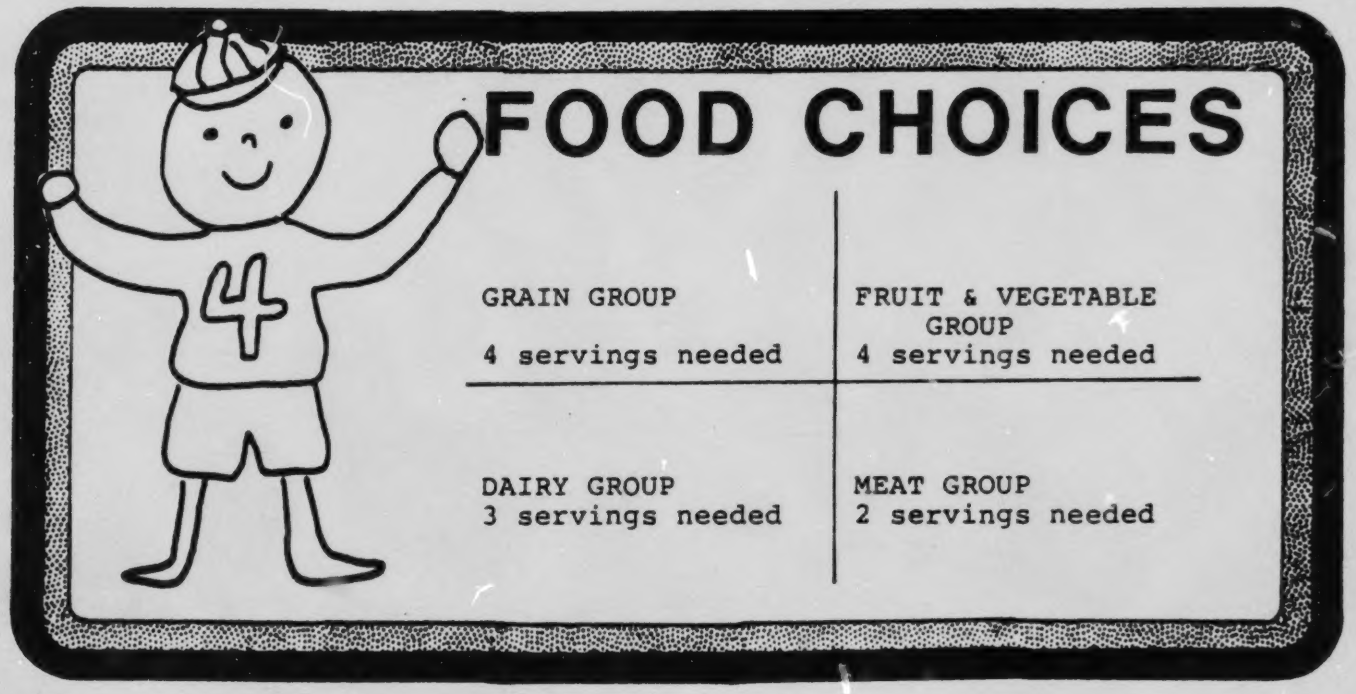
   b. ________________ ________________

BULLETIN BOARDS

Bulletin Board # 1 - Introduction Bulletin Board
Use Trend # T - 901 pictures with the following title.

FOOD YOU NEED

Bulletin Board # 2 - Students' Bulletin Board
The following will be prepared for the boys and girls. They will add pictures to each food group and snacks.

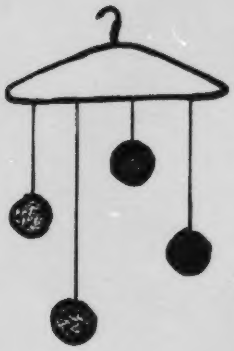


FOOD CHOICES

GRAIN GROUP 4 servings needed	FRUIT & VEGETABLE GROUP 4 servings needed
DAIRY GROUP 3 servings needed	MEAT GROUP 2 servings needed

MOBILE

Each student makes a day's food choice mobile. The base will be a wire coat hanger. (I have a supply at school.) Each student will design a mobile using the following materials and supplies-string, construction paper, scissors, pencil, crayons, pictures (chosen by the student from seed catalogs and magazines), and yarn. The mobiles will be hung in the classroom when completed.



Conservation of Energy

Second Grade

Debra A. Corso

Subject Area: Social Studies -- Science

Ability Level: average second grade level

Community: Rural

Time Requirements: Approximately a 30-40 minute period each day for a week.

Economic Concepts This Unit Addresses:
Investigate different conservation practices to become more aware of the need to conserve our natural resources.

Abstract:

The students will be able to define the word "conserve" as meaning "to use wisely," and to state how people take action to conserve valuable resources.

The major activities the students will do include making an ecology mini-spinner, studying the history of trash and then putting a puzzle together that tells how paper is recycled. They will also do several experiments and finally see the film, *The Lorax*. The students may put on a play "The Best Present of All" from *Ranger Rick's Nature Magazine*.

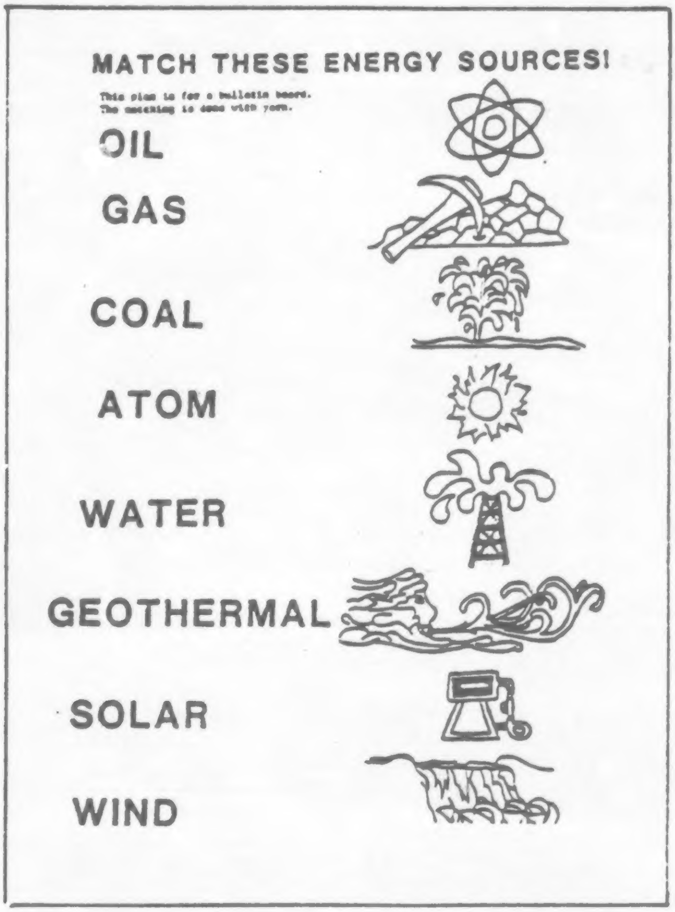
These are the Resources that I have used. Almost all of them are free for the asking.

1. Interdisciplinary Student/Teacher Materials in Energy, the Environment, and the Economy; Community Workers and the Energy They Use--Grade 2
   U.S. Department of Energy
2. Interdisciplinary Student/Teacher Materials in Energy, the Environment, and the Economy; The Energy We Use--Grade 1
3. Energy Films Interim Catalog
   U.S. Department of Energy
4. Solar Energy: Science Activities in Energy
   U.S. Department of Energy
   Technical Information Center
   P.O. Box 62
   Oak Ridge, TN 37830

Abstract:
Resources

5. Conservation: Science Activities in Energy
   U.S. Department of Energy
   Technical Information Center
   P.O. Bos 62
   Oak Ridge, TN 37830
6. Fun With the Environment
   U.S. Environmental Protection Agency
   Wahsington, DC 20460
7. McDonald's Ecology Action Pack

The following film is available at Wabash Valley Education Center, Lafayette, Indiana:
The Lorax by Dr. Suess


MATCH THESE ENERGY SOURCES!
This plan is for a bulletin board.
The matching is done with yarn.
OIL
GAS
COAL
ATOM
WATER
GEOTHERMAL
SOLAR
WIND

Decision Making in Transportation

Third Grade

Mildred Halsema

Economic Concepts This Unit Addresses:
Students study the economic factors of transportation on the third grade level. Choosing a bicycle and the factors involved are the criteria involved.

Abstract:

What the unit accomplishes:

1. Students distinguish between "wants and needs" in a bicycle purchase.
2. Students learn that they are consumers and learn that personal, social and economic factors help influence their role as a consumer.
3. Students utilize decision-making when faced with several alternatives.
4. Students define capital equipment and learn that capital equipment can increase production and income.

Specific Activities:

Decision-Making Activities:

1. Collect catalogs and brochures on bicycles. Let students make decisions on the following:
    a. What kind should I buy?
    b. What price can I afford?
    c. What color should I choose?
    d. What is the bike's function?

2. Choose pictures for charts.

    kind price color function

3. Students use puppets discussing their choices.

Role of Producers:

1. Students discuss role of producer in satisfying the consumer.

2. Students write ads describing issues that consumers might face, such as:
    a. product safety
    b. product quality and performance
    c. warrantees and guarantees
    d. servicing

Summary: Did all students have the same "wants and needs"?

PSYCHOBIOLOGICAL TECHNIQUES

KEY WORDS

Fixation

Perfusion

Microtome

Nissl Stain

Golgi Stain

Fink-Heimer Stain

Gliosis

Stereotaxic Atlas

Stereotaxic Instrument

Lesion/Ablation

Macro and Micro Electrodes

Averaging Evoked Potentials

Iontophoresis

Intracellular Recording

Retrograde Degeneration

Anterograde degeneration

Mother, Please. I'd Rather Do it Myself--Or Would I?

Sally Simmons Third Grade

Subject Area: Social Studies

Ability Level: Average third-grader

Economic Concepts This Unit Addresses:
Basic Needs Wants Specialization

Abstract:

I. Construction Paper Dolls: The advantages and disadvantages to specializing.

Stage 1: Each child was given 15 minutes to make as many dolls as he could. They had to pass my inspection. There were 12 dolls completed.

Stage 2: We divided into "hair cutters," "eye cutters," "nose cutters," "pasters," "face cutters," "mouth drawers." After 15 minutes (and alot of pressure) the children mass produced 38 dolls. We talked about skill, interest, pressure, etc.

SELF-MADE DOLL		SPECIALIZED DOLL	
PROBLEMS	ADVANTAGES	PROBLEMS	ADVANTAGES

II. Interest Inventory:

Stage 1: Read story: Umps Fwat(ATO Annual Report, A-T-O, Inc. 1980)

Stage 2: List three things you like to do (or are good at).
List three things you don't like to do.
Looking at list, think of jobs you would be good at, not good at.

III. Use transparency about different jobs created by forest fire, tornado, flood, and water shortage.

Q: What happens when people aren't trained, don't do their job or don't work well together?

Continuation Third Grade

Mother, Please. I'd Rather Do It Myself--Or Would I?

IV. Cut out pictures and put on bulletin board.

BASIC NEEDS	WANTS
FOOD CLOTHING SHELTER WATER	RECREATION EDUCATION LUXURY

How many of your parents provide all of these things without running to the store or trading?

Q: How do we get so many things?
A: People specialize.

Wise Decisions Could Feed a Wallaby

Third Grade

Pamela Ann Young

Subject Area: social studies/economics

Ability Level: high ability level

Community: Small Town

Time Requirements: Two to three weeks

Economic Concepts This Unit Addresses:
1. Scarcity/Choice
2. Opportunity Costs/Trade Offs

Abstract:

"Wise Decisions Could Feed A Wallaby" is an economics unit that helps children learn how to approach the decision making process, how to evaluate alternative choices according to specific criteria and finally, to make a choice...although it may still not be the best choice, even though they have given it their finest effort! Upon completion of the unit, it is hoped that the student will be more aware of the decision making process and that it is wise to consider the possible alternatives first! He will be more aware of the difficulties that arise when a group must make a choice as compared to when he alone makes one. Also, the student will have experiences of making choices while considering the opportunity costs(what else he could have been doing).

The major activity centers around a recently organized program developed to encourage citizens to financially aid the city zoo by "adopting" an animal. The children will have experiences with the economic concepts by deciding whether or not they want to adopt an animal; if so, which animal; and how will they finance their venture! The culminating activity will be a trip to the zoo (or their trip to us) to present the "adoption" money, to answer our questions and for the young citizens to receive praise!

Specific Activities:

Activity 1 Motivate the children to start thinking of a zoo and its problems by using pictures, slides or movies. Explain a zoo manager's problem--the

Specific Activities

problem of scarcity (He needs money to build animal homes, improve existing environments and money to purchase interesting animals). In economic terms, he needs money as a resource to obtain capital goods. Explain the zoo's "Adopt an Animal" program and have the children pose questions they need answered before they can make a wise decision.

Activity 2 Show the movie "Decision Making" Unit 1. It is available free through the Economic Education Office, Krannert Graduate School of Management, Purdue University. It is an excellent movie which introduces the children to the decision making chart used throughout this unit. "Malcolm Decides" is the filmstrip that deals with the problems of group decisions. A copy of the decision making chart is attached and it is suggested that an overhead projector be used when dealing with the chart.

Activity 3 At this point, three more decisions need to be addressed: assuming that they want to adopt an animal, which animal? How are they going to earn the money and what steps do they need to take to successfully complete the project. Author's note: We sold popcorn and lemonade after school which proved to be an easy and inexpensive project. The main steps to the business venture were as follows:

1. Discuss the ideas with the principal; some schools have strict rules concerning when food items may be sold.
2. Preadvertise with posters and announcements and a hall bulletin board (all excellent art and/or English projects). Purchase the materials (several bags of popcorn, several cans of powdered-sweetened lemonade mix, salt, oil and cups).
3. Borrow large coolers, popcorn poppers (air type most efficient and they do not use oil...just a bit of salt!) Free "popcorn" sacks are available from high school football popcorn sales, or McDonald's.
4. Prepare food using committees during lunch period...opportunity costs and trade-offs experiences. Also, whatever is not completed can be finished during the afternoon. Make signs and station children near busy exits. Make sure you start them with some change in a covered box. Station a few 6th graders for help with the money if necessary and make sure that there is a

Continuation Wise Decisions Could Feed A Wallaby Third Grade

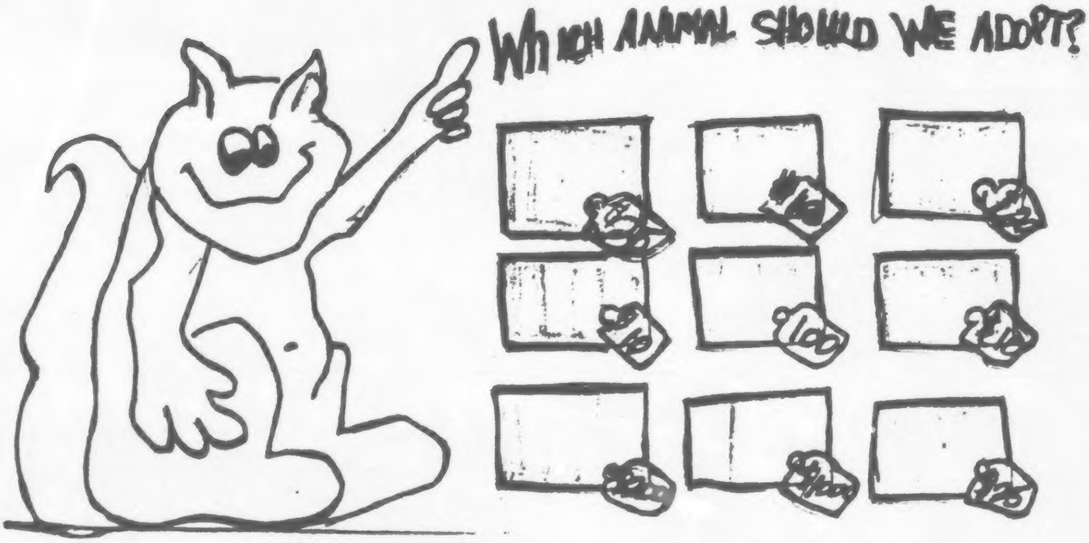
Specific Activities

clean-up committee to walk around the school grounds to collect discarded cups, etc. During the above steps, many references can be made to various businesses in their environment and what materials they'd need, steps they'd take, their problems, etc.

Final Activity Invite the zoo to come to you or plan a trip to the zoo. (We invited the zoo to come to us. That enabled us to discuss the zoo's financial situation, to present the money, etc. in a relatively quiet atmosphere, yet the children were able to hold and/or see some unusual animals (a ferret, a chinchilla and a tarantula).

This would be an excellent time to visit a business such as a restaurant or fast food establishment to view how a larger operation is managed. Also, there is an excellent article in National Geographic World, "Kids in Business," June 1980, pages 21-26, about REAL children who have successfully gone into business for themselves.

By the way, our group decision was to adopt an affordable animal that few people wanted to help--a rattle snake! Definitely not the cute little wallaby or chinchilla their teacher had in mind. But then again, everybody must learn to give and take when making wise group decisions, even the teacher!


WHICH ANIMAL SHOULD WE ADOPT?
$100

CONTINATION

WISE DECISIONS COULD FEED A WALLABY

THIRD GRADE

DECISION MAKING HELPER

PROBLEM

CRITERIA

CHOICES

Why Use Money?

Third Grade

Karen Jackson

Subject Area: Social Studies

Ability Level: Homogeneous

Community: Small Town

Time Requirements: one week

Economic Concepts This Unit Addresses:

Voluntary Exchange

Abstract:

The children will define barter orally. They will identify three forms of money and their individual advantages. They will orally compare barter vs. money as being conducive to trading. They will design their own money. They will name three types of historical "money".

There will be a bulletin board entitled 'Change'able Money telling about the historical forms of money used. The poem "Paper and Coins" is used in conjunction with the bulletin board.

Paper and Coins

What is money
Paper and coins

But what can it bring
A toy, a book, a puzzle
An object, or a thing

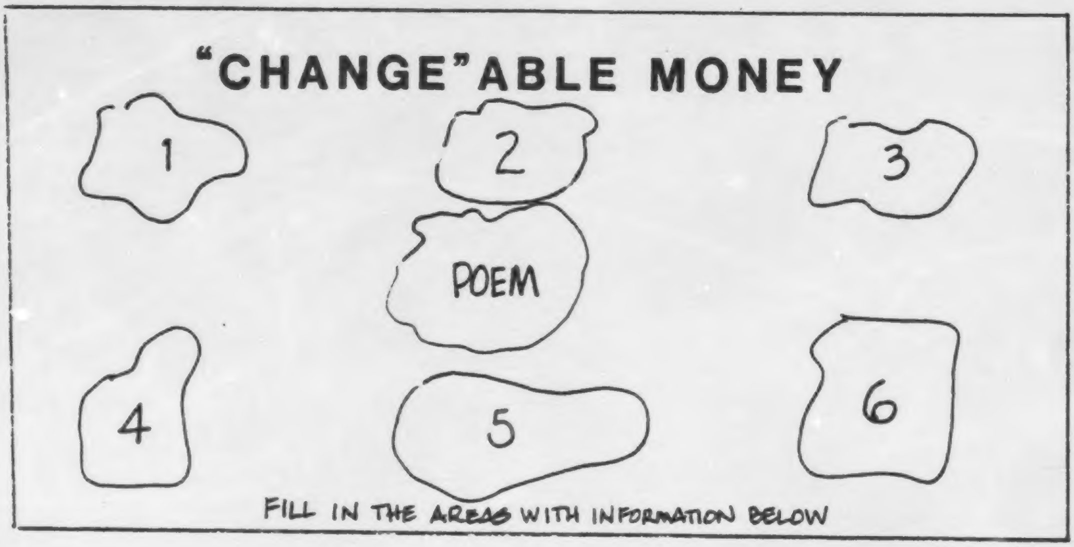
What is money
Paper and coins

But what can it buy
An art or music lesson or
A plane ride in the sky

Money has no value
Except for what it brings

Like many kinds of services
And different types of things

From Economy Size ©1978 Goodyear Publishing Company, Inc



FILL IN THE AREAS WITH INFORMATION BELOW

1. First Money--Early tribes bartered by exchanging skins, cattle, fish, salt, seashells, rings, tobacco, nails, fur, and other items, either crafted or natural.

2. As Early as 2500 B.C. the Egyptians used metals, especially silver and gold, for money. They did this because they needed a more convenient form of money. In 2200 B.C. the Chinese began to use gold, too, in the form of cubes, for money.

3. First Coins--Around 600 B.C. Lydia (now Turkey) produced the first coins, called ataters, "standard unit of weight." Staters were made of electrum, a light yellow mixture of gold and silver.

4. First Paper Money--Late in 1200 A.D. China printed the first paper money on mulberry bark.

5. First U.S. Money--Before 1785 English shillings, French Louis d'or and Spanish doubloons were circulated. In 1785 Congress adopted the dollar as our unit of money.

6. Every U.S. Coin has three things in common. The word LIBERTY or a picture of the Goddess of Liberty, the words E PLURIBUS UNUM and IN GOD WE TRUST. On the back of a dollar bill, 13 is a popular number. The eagle holds 13 arrows in one foot, and an olive branch with 13 leaves in the other. There are 13 stripes on the shield in front of the eagle, and 13 stars over the eagles head. There are also 13 steps to the eye on top of the pyramid.

Zoo Who - Whose Zoo?

Fourth Grade
or Upper Elementary

Jan Beutler

Subject Area: Economics

Ability Level: Upper Middle Class

Community: Small Town

Time Requirements: Flexible over a period of a month.
Ten to 15 hours.

Economic Concepts This Unit Addresses:

The difference between NEEDS and WANTS.

Making choices considering opportunity costs of choice.

Making decisions using a decision making grid.

Abstract:

My goal for this unit was for my students to increase their appreciation of the Zoo, to develop an economic understanding of the Columbian Park Zoo, and to help them find a way to share in the responsibility of the Zoo. All of these objectives were met. The children learned that their parents pay local property taxes and part of this money is used to help support the parks and Zoo. They learned what kinds of things this tax money pays for at the zoo. They learned the difference between NEEDS and WANTS at the Zoo. During a tour of the Zoo the children learned how much it costs to care for each animal exhibit's NEEDS for one year. After learning about the Zoo the classes identified the Zoo's problem of needing more money to make the Zoo cages into a natural habitat. In a decision making process they chose the exhibit they wished to adopt and decided how they would raise the money. They then made the proper arrangements to facilitate their decision. The basic concept of the unit is for the children to realize the Zoo belongs to them. It is theirs to enjoy and to care about and to help keep. Whose Zoo? The children's Zoo.

Specific Activities:

1. Get a budget from the local zoo and from the city. Help the children understand the cost of the park-zoo facility and the animals' upkeep.

Specific Activities:

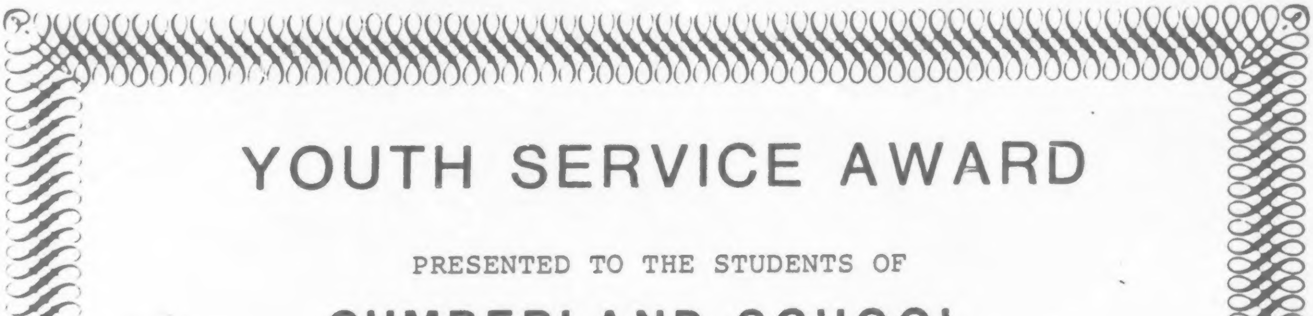
2. Help the children understand the differences between the Zoo's NEEDS AND WANTS.
3. The children are given an economic tour of the Zoo.
4. The children identify the Zoo's problem of needing more money for WANTS such as improving the cages so that they would seem more natural and the animals could be viewed easily.
5. The children are shown the movies, "Malcolm Decides," which shows them a five-step process on decision making, and "Choice," which helps them understand the opportunity cost of their choices.
6. The classes use the decision making process to help decide how they will share in the responsibility of the Zoo. They consider the opportunity cost of their choice.
7. They vote and decide to adopt an exhibit for a year.
8. They decide to ask the whole school to help since the exhibit they have chosen costs a lot to adopt for a year.
9. They advertise via posters in the halls. A letter was sent home to every family in the student's report cards. The letter asked for the school families' support of the Zoo project.
10. A letter was sent to each teacher asking for their support and requesting them to explain the Zoo project to their students.
11. A booklet was put together with pictures of the animals at the Zoo with information about them and their names. Some of the pictures have the children in them from their tour of the Zoo. The booklet helped the children who had not been to the Zoo to become acquainted with its facilities and animals.
12. A bulletin board entitled "There is NO Free Lunch!" can be made with the names and pictures of the Zoo animals. In economics everything costs something. Nothing is free.

13. A Zoo-ometer was made so the progress of the Zoo Donations could be easily monitored by the student body. It was placed in the hall near the office door and progress was announced each morning during the ten-day zoo drive.

Continuation Zoo Who - Whose Zoo? Fourth Grade or Upper Elementary

Specific Activities:

14. After the goal was reached the education director at the Zoo was invited to an assembly and presented with a check from our school for the necessary money to adopt an animal for the year.
15. Our school was awarded a Youth Service Award by the State of Indiana, signed by Governor Otis Bowen, in appreciation of "Outstanding Efforts, Support and Participation in the Practice and Promotion of Voluntary Action" concerning our Zoo Project.



YOUTH SERVICE AWARD

PRESENTED TO THE STUDENTS OF

CUMBERLAND SCHOOL

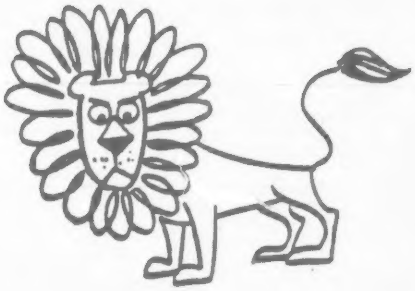
IN APPRECIATION OF OUTSTANDING EFFORTS, SUPPORT AND PARTICIPATION IN THE PRACTICE AND PROMOTION OF VOLUNTARY ACTION.

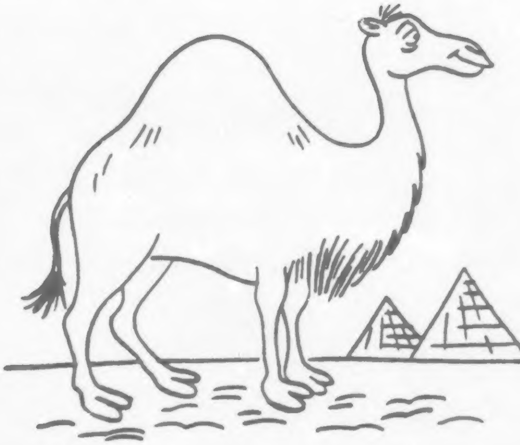
1816

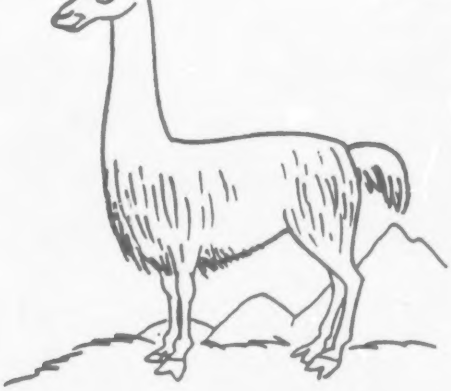
OTIS BOWEN, GOVERNOR
STATE OF INDIANA

BONUS FROM TRIAD:

Some animal pictures to use for a bulletin board about the Zoo!







Market Economy

Fourth Grade

Mary Criss

Subject Area: Social Studies - Indiana History

Ability Level: Low and average ability

Community: Small Town

Time Requirements: Two weeks

Economic Concepts This Unit Addresses:
To help students understand how supply and demand operate in a market system.

Abstract:

1. The student will be able to explain that people purchase most goods and services from private firms in the market place.
2. The student will be able to show that they become consumers by listing their purchases.
3. The student will be able to demonstrate that when the price of a good or service becomes too high, people turn to substitutes to satisfy their wants.
4. The student will be able to explain that when people work, they become suppliers of goods and services.
5. The student will be able to understand that suppliers will usually be willing and able to supply more of a good or service if there is an increase in payment per unit produced.
6. The student will be able to give examples to explain that if the consumers do not want what is being produced, companies will begin to produce what the people want.

Some materials: Booklet "The American Economic System ...and your part in it"
Booklet "You are the American Economic System"
Game "Let's Go Shopping"
Film The Supermarket-Alfred Higgins Production
Transparencies
Pre-test and Post-test
Library books

Specific Activities:

1. The students will make a list of their purchases for the previous week.
2. Use newspapers and have children look for vocabulary words, cartoons, pictures, etc. that relate to the lesson. Title the bulletin board "Market Economy." Use the newspaper to make the lettering for the heading.
3. There are many different factories in the Greater Lafayette area. Find four factories in the newspaper. What do each of these factories produce? Write a sentence about each product.
4. Play "The Market Game."
5. Have students choose a favorite food item that is advertised in the newspaper, cut the ad out, paste it on a piece of construction paper and record the food's advertised prices at various stores for a month.
6. Tell students that they have $100 to spend on a wardrobe. Then have them search the newspaper ads or magazine ads for the best buys without sacrificing quality. (can also use catalogs)
7. Have the children plan and make a mural entitled "Goods and Services from Farm to City to Consumer." Divide the students into three to five groups; Group one is to do the farming section of the mural, group two the city, and group three the consumer. You can also use Farm, Elevator, Factory, Wholesale and Supermarket groups. The groups should plan their section of the mural before starting. Remind them of the concepts studied in the last few days.

THE MARKET GAME Benefic Press Westchester, Ill. 60153

This game includes all the children in the room. It uses a wholesale grocery company and three retail grocery stores. The wholesalers sell groceries to the stores who have only $15 in play money to buy products for their business. They advertise by listing prices, naming stores, etc. The remainder of the children are consumers who need to plan six menus and have an approximate price list to work from with only $10 to spend. After the stores open the children shop for two meals at a time. Retailers then return to buy more from the wholesaler and this is repeated three times. The retailer who earns the most is winner in the retail section and the consumer who has filled his chart is the winner in the consumer section. Questions: What happened when the store ran out of the food you wanted? What did you do when you ran short of money? Why did the stores change prices?

Decisions, Decisions, Decisions

Fifth Grade

Jo Dorn

Subject Area: Science, Social Studies

Ability Level: Heterogeneous group of abilities, middle socio-economic level

Time Requirements: Approximately 30 minute period daily for a week

Community: Small Town

Economic Principles This Unit Addresses:

Decision making process
Scarcity--unlimited wants vs. limited resources
Opportunity cost
Trade-offs

Abstract:

The basic concept of this unit is that children are faced daily with making decisions. The unit helps children find a methodology for making decisions.

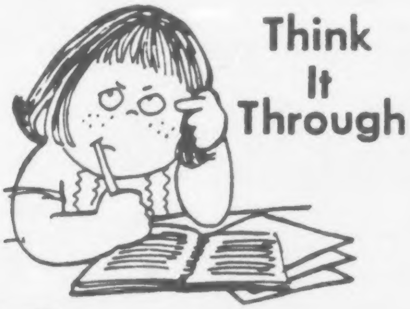
At the end of the unit students will be able to:

1. Utilize the decision making process in solving an economic problem.
2. Explain how the principle of scarcity operates.
3. Identify the alternatives that must be given up in order to obtain a particular good or service.
4. Identify the possible trade-offs in goals that are involved in selecting a particular goal to achieve desired ends.
5. Demonstrate the ability to weigh one alternative against another in making a personal economic choice by relating that choice to personal values and goals.

continuation **Decisions, Decisions, Decisions** 5th Grade

Show Filmstrip #2 "Making Decisions" from Trade-Offs unit (Media Basics, Larchmont, N.Y.). This filmstrip is about Malcolm who is given a $15 gift certificate and has to decide how to use it. (his problem). Several items catch his eye (his alternatives). Before making a decision he determines what is important to him (his criteria) and then evaluates each alternative in terms of his criteria.

Have each student pretend that he/she was given a $20 gift certificate for his birthday. The students must use Malcolm's decision making process to decide what to buy. Students may cut out pictures of items or draw them. Each student must make a poster or display which includes 1. alternative items considered, 2. criteria used in evaluating alternatives, 3. item or items purchased, 4. opportunity costs of the final decision.



Economics games that were used in this unit include Investor, Taxes, Energy and Allowance, published by Broomstick Games Book of International Math, Broomstick Publishers, Inc., P.O. Box 287, Kensington, Md. 20795

These games were used to teach students not only principles of economics but also game making strategies. The games are played with little equipment besides a paper and pencil for computing moves. After becoming familiar with these materials, the children constructed their own economics games.

The Principles of Decision-Making Fifth Grade

Sandy McMahon

Subject Area: Social Studies

Ability Level: All levels (low to high)

Community: Small town

Time Requirements: Approximately 2½ weeks

Economic Concepts This Unit Addresses:
Scarcity
Decision-making process
Opportunity cost or real cost
Cost-benefit analysis

Abstract:
This unit deals with the principles of decision-making. At the end of the unit, the student will be able to define scarcity, identify the alternative that must be given up in order to obtain a certain good or service, compare the benefits and problems of an item that was bought and the item that was given up, and utilized the decision-making process in solving an economic problem.
There are eight major activities in this unit. They are as follows:

1. Listing scarcity situations as they exist in the school, family, city, country, and world.
2. Listing scarcity situations as they exist in the use of time, energy, skills, knowledge, money and good goods.
3. Viewing two Trade-Off films.
4. Using various situations to fill in a transparency of a decision-making tree.
5. Deciding how to spend $25 through the use of a catalogue.
6. Making photographic essays that deal with the things the child wants compared to what he/she would actually buy.
7. Cutting cartoons from the newspaper that show someone making a personal or social decision.
8. Post test.

Specific Activities:

1. Post Test and answers.
2. Possible titles for the children's photographic essays:

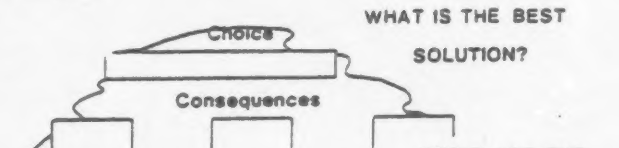
Continuation The Principles of Decision-Making Fifth Grade

A. At The End of The Rainbow - A drawing of a rainbow with pictures of things the child really wants at one end and what he would actually buy at the other end.

B. Up In A Cloud or Down To Earth - A drawing of a cloud with pictures of things the child really wants pasted on the cloud. The earth is drawn below and photographs of what the child would actually buy are pasted on it.

C. Pipe Dreams - A drawing of a pipe resting in an ashtray with coulds of smoke coming from the bowl of the pipe. Photographs of what the child would really like to have could be pasted on these clouds of smoke. Photographs of what the child would really buy could be pasted in the ashtray.

3. Decision making tree.


WHAT IS THE BEST SOLUTION?
Choice
Consequences
WHAT ARE THE CONSEQUENCES?
Alternatives
WHAT ARE THE ALTERNATIVES?
Goal
WHAT DO I WANT?
Problem
WHAT IS THE PROBLEM?

Balloon? Pencil? Recess?

Fifth Grade

Jean Plantenga

Subject Area: Social Studies

Ability Level: All 5th graders

Community: Lafayette

Time Requirements: One week. 30-40 minutes a day.

Economic Concepts This Unit Addresses:
We make choices because we can't have everything.
We compare costs and benefits of each thing we want and choose our best alternative.

Abstract:

Children will learn how to use alternatives and criteria to make choices that will be most satisfying to them. They will see people in Trade-Off films making choices. They will read a story about choices. They will make choices about spending 10 cents.

Children will learn the terms alternatives, criteria, opportunity cost, needs, wants, scarcity, trade-offs, costs, and benefits well enough to use them in a composition. Each child will relate the terms to a choice he has made.

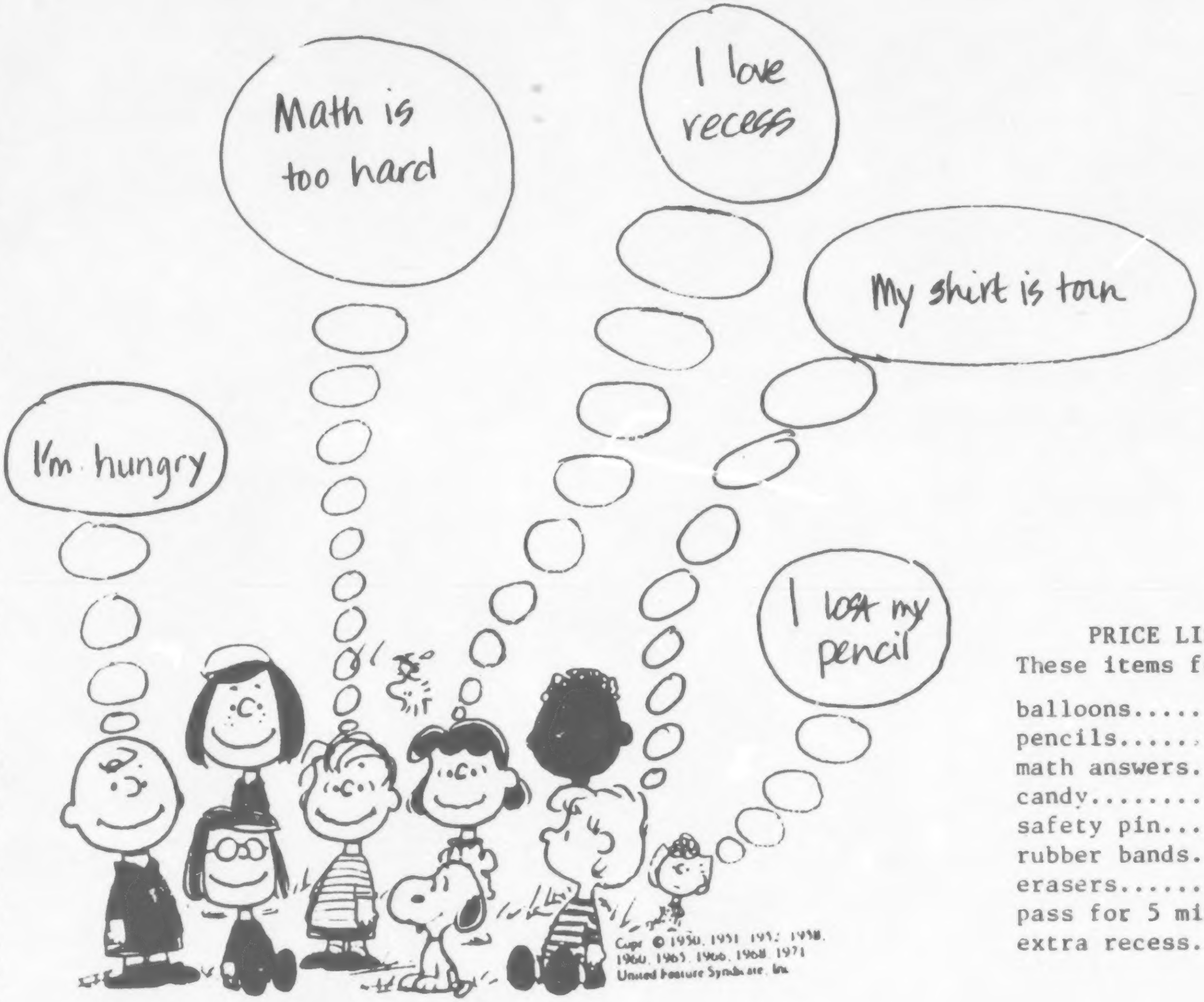
Specific Activities:
A number of small items will be offered for sale such as balloons, pencils, extra recess time. Children are allowed to spend up to 10 cents.

Two Trade-Off films will be shown: "Choice" and "Give and Take".

The ideas of the films will be related to a story the children have already read, "Henry and the Garbage", by Beverly Cleary. Many other stories dealing with choices could be substituted.

Evaluation will be based on a composition in which a child related what he has learned this week with a choice he has already made.

BALLOONS? PENCIL? RECESS?


I'm hungry
Math is too hard
I love recess
My shirt is torn
I lost my pencil

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PRICE LIST
These items for sale:

balloons	3¢
pencils	5¢
math answers	10¢
candy	3¢
safety pin	1¢
rubber bands	2/1¢
erasers	5¢
pass for 5 minutes extra recess	6¢

Decision-Making

Fifth Grade

Pat Tyrie

Subject Area: Social Studies

Ability Level: Ranges from low to high

Community: Small town

Time Requirements: Approximately 45 minutes each day for one week.

Economic Concepts This Unit Addresses:

- Scarcity
- Opportunity Cost
- Trade Offs
- Choices

Abstract:

The basic concept of this unit is development of the decision-making process. At the end of this unit, the students will be able to utilize the decision-making process in solving an economic problem and identify the alternatives that must be given up in order to obtain a particular good or service. The students will also be able to identify the possible trade offs in goals that are involved in selecting a particular goal to achieve desired ends. Finally, the students will be able to demonstrate the ability to weigh one alternative against another in making a personal economic choice by relating that choice to personal values and goals. The major activities include taking a pre-test and post test, viewing Trade Offs filmstrips, and taking part in two learning centers: 1. the Newspaper Learning Center, and 2. the Opportunity Cost Learning Center.

Specific Activities:

These specific activities are spread over 5 days.
Day 1: Introduce decisions and talk about their importance to us. A pre-test is given. The "Consumer Choice Kit" should be available for those students who score extremely high on the pre-test. Read Ump's Fwat to the class and follow with a discussion. Trade Offs filmstrip #1 entitled "Choice" should be viewed and accompanying Activity Sheets 1A and 1B filled out. Introduce the Newspaper Learning Center. Tell students these activities should be completed by day 5. Conclude with an overall brief explanation of the week's activities.

Day 2: Begin with Trade Offs filmstrip #2 entitled "Making Decisions" and work through accompanying Activity Sheets 2A and 2B in small groups. Introduce the Opportunity Cost Learning Center. Remind students that they should complete these activities by day 5.

Day 3-5: Trade Offs filmstrip #3 entitled "Give and Take" should be shown and Activity Sheets 3A and 3B worked in small groups. Play the Allocation Game. Introduce students to the Newspaper Activity cards on Economics. They must complete two by day 5. After explaining the directions of "Disney's Wide World of Economics and Enterprise" game, divide the students into small groups of about 4 and rotate playing this game with the following activity. In this activity, each group should be given a different problem or choice situation card. Each group should fill out a decision-making tree. Students list positive reasons for selecting each item and decide which one they would select. Ask students to explain what they have gained by selecting the particular item and to identify what they have lost by selecting that item. Finally, students should make some general statements about their values.

Day 5: Collect the students' papers and display them. Administer post-test.

Common Market

Sixth Grade

Charlotte Quinn

Subject Area: Social Studies

Ability Level: High

Time Requirements: Six weeks

Community: Small Town

Economic Concepts This Unit Addresses:

The basic thrust of the unit is the consideration of choices. What they are, for whom, how they are made.

Abstract:

At the beginning and at the end of the unit the students will take the test of Elementary Economics. Hopefully they will achieve a 70% or better score at the conclusion of the unit.

Major activities include:

1. Viewing a Brittanica film strip set and passing a ten point quiz on the subject matter.
2. Viewing several movies dealing with the Common Market countries and passing a ten point quiz on the economic aspects of the film.
3. Passing a quiz on an understanding of economic terms.
4. Making a travel brochure of a Common Market country of the student's choice.

In addition to using our own text Our World, we lean heavily on Regions of the World (SRA).

BEST COPY AVAILABLE

continuation   Common Market   Sixth Grade

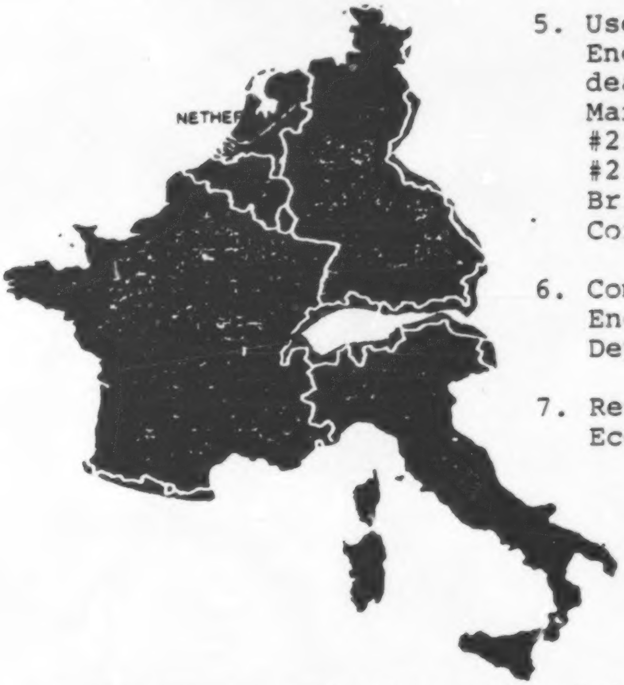
Specific Activities:

1. Take test of Elementary Economics. Through statistical analyses we use class discussion to gain some knowledge of concepts missed.

2. Use the film "Industrial Revolution in England" (Wabash Valley). Film continues to develop vocabulary and concepts.

3. Bulletin board from Indiana State Education Center (Indiana Dept. of Public Instruction, Indianapolis) was used to discuss basic ideas of co-operation to better use the factors of production.

4. Film: Economic Decision Making (#40705, available from Wabash Valley Education Center, W. Lafayette, IN.) Film zeroes in on choice making.



5. Use six film strips from Encyclopedia Brittanica dealing with the Common Market (#23504K, 23511K, #23506K, #23754K, #23752, #23755K. Encyclopedia Brittanica Educational Corporation.)

6. Complete unit "Europe and Energy" from Indiana State Dept. of Public Instruction.

7. Retake test on Elementary Economics.

European Economic Community: Belgium, France, Italy, Luxumbourg, The Netherlands, West Germany

The Market for Artistic Services   Art   Ninth Grade
Unit I: Advertising

Judith Bihlman

Ability Level: Average to Above Average

Time Requirements: 10-12 one hour class periods

Community: Small Town

Economic Concepts This Unit Addresses:

- Wants and Needs
- Productive Resources
- Scarcity
- Opportunity Costs
- Supply and Demand
- Market Price

Abstract:

The basic concept of this unit is elevation of career awareness. The entire lesson should increase a student's awareness of artistic talent as a marketable service needed by a local, national or world community that can best be offered by those who possess a knowledge of basic economic principles and the need for or the advantages of advertising.

The unit begins with a slide presentation that I produced for the purpose of motivation. It contains slides and narration supporting the rationale that artistic ability in advertising is necessary and marketable. I contacted artists con nected with advertising in our community, took slides of them in their studios and taped the interviews. This strategy probably had the most impact on student performance of any used in the unit.

We then listed, defined and discussed economic concepts as they relate to advertising and careers in advertising.

Next, the film "Market Clearing Price" points up the importance of communication between buyer and seller concerning the price and other facts about the product.

We studied desirable and undesirable advertising techniques and culminated the lessons by designing an ad which will be entered in the local newspaper's high school ad contest this spring.

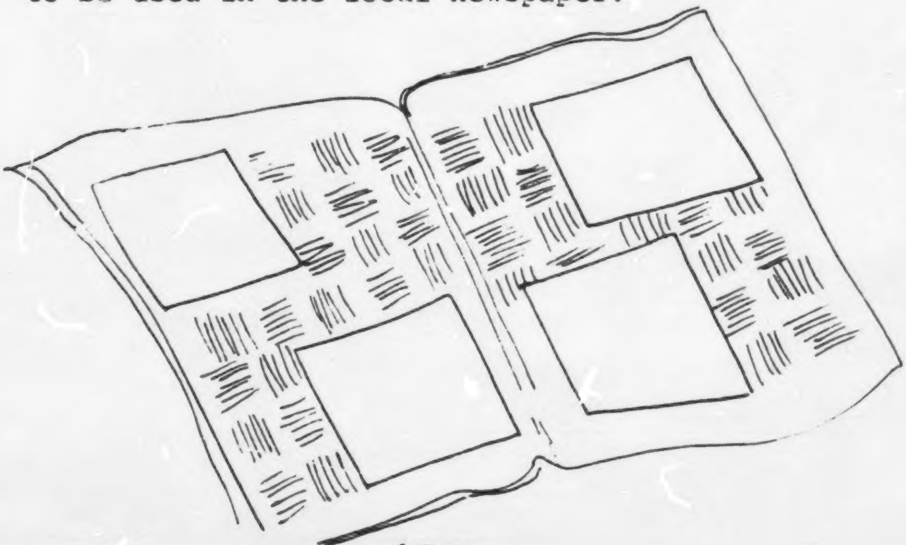
continuation The Market for Art Art

For this contest students must research a business and design an ad which is eye-catching, interesting, neatly drafted in illustration and lettering and contains accurate information about the advertised business or product.

At the end of this unit the student should be able to discuss with understanding the basic economic concepts this unit addresses and should be able to relate these concepts to a need for artistic services in the area of advertising. The student should also be able to identify desirable and undesirable advertising and to design an effective advertisement himself for newspaper use.

Specific Activities:

1. Viewing slide presentation with discussion following.
2. Discuss and fill out worksheet on economic concepts.
3. See film on "Market Clearing Price" (Disney)
4. List, discuss and show examples of desirable and undesirable techniques and compile a booklet of these to be graded.
5. Take a post test on economic concepts as they apply to advertising art.
6. Design an advertisement for a local business to be used in the local newspaper.



Making Wise Supermarket Decisions

Eighth Grade

Beverly S. Cox

Home Economics

Subject Area: Home Economics

Ability Level: General

Community: Small Town

Economic Concepts This Unit Addresses:
Consumer decisions: helps acquaint students with the alternatives when going to the supermarket...food choices and brands available.

Abstract:

The unit is about using management principles to make consumer decisions. It is used in an 8th grade "Management in the Kitchen" class. It is becoming a major factor of budget survival to learn consumer food buying. The unit used here helps to acquaint the students with the many alternatives that they have when going to the supermarket.

Supermarkets are making more food choices and brands available. Some consumers might continue to buy only name brands and never explore all the other possibilities. Our object is to let students take home information that might improve family buying habits.

Specific Activities:

One experiment was related to making chocolate chip cookies. I used as a case study the example of going home in the evening and wanting to make cookies for dessert. What are the alternatives? We came up with:

a. Already made
b. Made from scratch
c. Use cookie mix
d. Use cake mix to prepare
e. Slice-n-bake
f. Frozen

I assigned each kitchen unit a method of preparation. The students kept track of:

1. Time to prepare and get ready for the oven.
2. Time to bake each batch.
3. Number of cookies made.
4. Figured cost for 3 dozen cookies.

On the second day, we evaluated the cookies. I had asked for samples from each unit the previous day. To start the study I had one cookie from each unit on a tray. Various students came up and arranged cards to identify them. It was amazing that it took four or five tries before the cards were in the correct places.

Then we cut up the samples and each person evaluated all methods for color, flavor, texture and appearance. Then they wrote down which they felt was best in each category.

I took up the cards and we did a class tally to find out which method received the most votes for color, flavor, texture and appearance. The results were interesting and varied with each class.

We then did some case studies. These concentrated on what method to choose in each situation, considering time, energy and personal preferences.

So it seems decision-making was the big factor throughout the unit. The students found out that placing food on the table isn't a simple process. Maybe they even know why steak appears less and less!!

Why Did the Old Woman Live In a Shoe? Seventh Grade

Dawn E. Jenkins Home Economics

Subject Area: Interior Design

Ability Level: Regular classroom

Community: Small Town

Time Requirements: These economic concepts are incorporated into a four week decorating unit.

Economic Concepts This Unit Addresses:
Values Clarification
Opportunity Costs

Abstract:

The economic concepts involved in this unit include values clarification and opportunity costs. This decorating unit is the student's first exposure to this subject matter and, therefore, most are very unsure as to what constitutes a comfortable, livable environment for them as individuals. They tend to admire pretty magazine pictures without considering their own values and needs. At the end of this unit the student demonstrates a knowledge of basic decorating principles and individually identifies decorating values by decorating a model of his/her own bedroom.

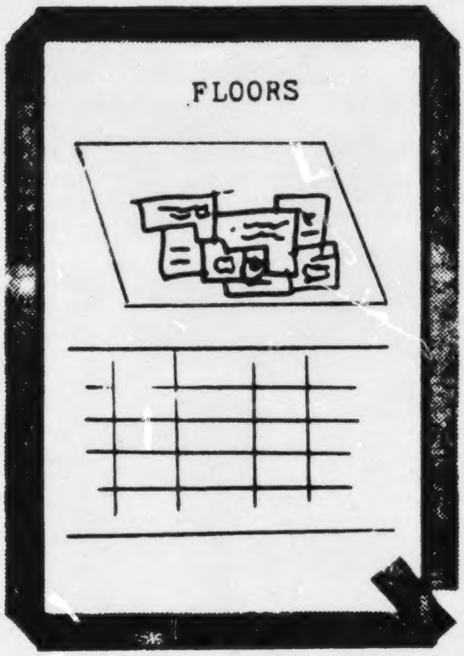
Specific Activities:

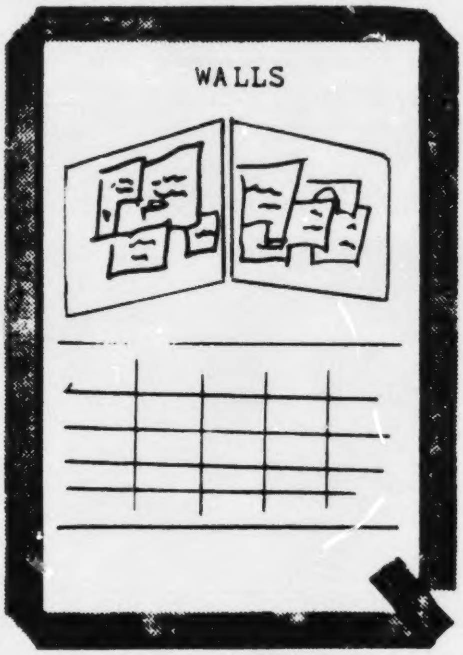
Values Clarification: A. Bulletin board for discussion with picture of nursery rhyme "The Old Woman Who Lived in a Shoe" with the caption, "Why Did the Old Woman Live in a Shoe?" The old woman is surrounded by mounted magazine pictures illustrating some common housing values and their titles (i.e. "comfort" with overstuffed chair, "prestige" with chrystal chandelier, etc.)

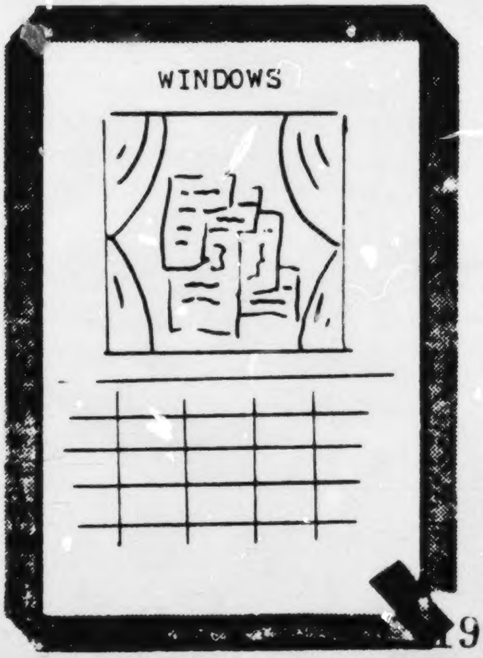
B. Students write a description of their "dream house" to aid them in identifying their housing values. They must list the most important values and tell how they plan to demonstrate these when they make their final project (model bedroom).

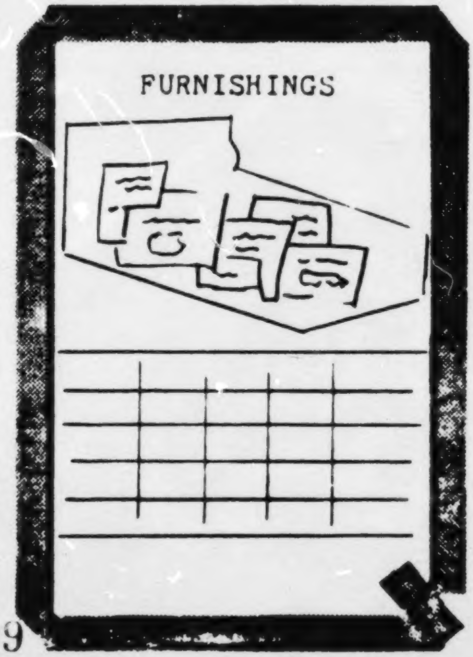
Opportunity Costs: When presenting decorating and art/design principles as background for this project, the teacher will help the students to weigh opportunity costs using posters with +/- grids and newspaper clippings showing advantages and disadvantages of floor, wall and window treatments and furniture styles. Students weigh duribility, cost and esthetics of the alternatives available on the market in making decisions about their own model bedroom project.

Posters to be Used in the Classroom








FURNISHINGS

The Happy Grocery Cart Home Economics Special Education
7th, 8th, 9th

Judith L. Wright

Ability Level: Special Education EMR

Community: Small Town

Time requirements: A four week unit of three 55 minute classes per week

Economic Principles This Unit Addresses:

Scarcity and Choices
Supply and Demand
Wants and Needs
Opportunity Costs and Trade-Offs
Competition and Market Structure

Abstract:

Since this is a "special" class, the goal for the members is to become better consumers in grocery buying by:

1. Reading newspaper grocery ads.
2. Checking prices and quality of the same product from different producers.
3. Understanding the opportunity costs of shopping in different stores as opposed to shopping in just one.
4. Understanding supply and demand and its affect on prices.
5. Having a better knowledge of advertising techniques such as loss leaders.
6. Understanding the difference between wants and needs.

Activities:

The major activities of this unit include: practice shopping for food items at grocery stores set up in the classroom; comparison of the same product produced under different labels by appearance, amount, flavor and texture; reading newspaper advertisements of grocery ads and comparing prices; and two visits to local supermarkets--one by foot and one on a city bus.

continuation **The Happy Grocery Cart** Home Economics 7,8,9

Specific Activities:

Ask students to look carefully at the bulletin board which has pictures of two grocery carts on it, filled with food. After they have looked carefully, have them write down every reason they can identify why one cart is happier than the other.

1. Total cost of the "Happy Cart" is less.
2. The "Happy Cart" appears to have more food.
3. Foods in the "Happy Cart" are "in season."
4. Basic 4 foods are found in the "Happy Cart" while junk foods are predominant in the other.

Hand each student a paper which has two columns: Wants and Needs. Under each heading, copy the definition from the blackboard: Want--anything a person would like to have. (Have students give examples: bike, etc.
Need--those things that are necessary to survive. (food, shelter, clothing)

Discuss situations in which wants become needs.

a. if Johnny is on the football team and has an evening paper route, is the bicycle a want or a need?
b. If Jane has completely outgrown her coat and lives in Indiana, is a new coat a want or a need?

Looking at both grocery carts, write down those foods you consider to be needed under the Need column and those foods you consider to be wanted but not needed under the Want column. Be ready to defend your answer!

Establishing a Market Clearing Price

Twelfth Grade
Economics

John Mazur and John Parlon

Subject Area: Economics or Business Education

Ability Level: General

Community: Small Town

Economic Concepts This Unit Addresses:
Interaction of supply and demand in establishing the market price of goods and services.

Abstract:

A. Objective: to establish a market clearing price.

B. Procedure:
  1. establish a demand schedule by allotting income cards to depict consumer reservation price.
  2. establish a supply schedule by establishing a cost of production for each supplier and setting seller reservation price.
  3. each schedule, supply and demand, is plotted out on overheads:
    a. once completed, the transparencies are placed one on top of the other to show the establishment of the market clearing price.
    b. this process demonstrates the interaction of supply and demand in establishing the price of all goods and services on the market.

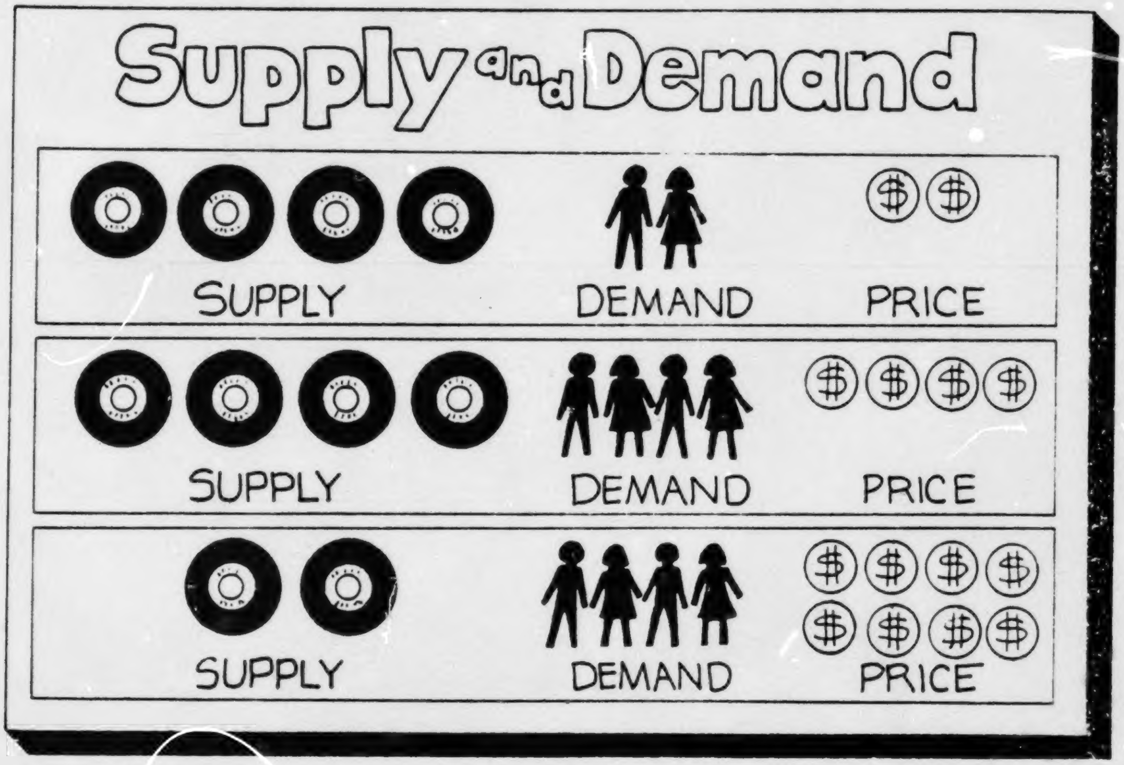
C. Unit supplements:
  Handouts: exercises to show how certain economic, political, or social events might change supply or demand schedules and curves and thus alter price
  Movies: Walt Disney Film series: The People on Market Street:
    1. supply
    2. demand
    3. market clearing price

Specific Activities:
Many students of economics at the high school level find it difficult to delve into the abstract; as, for example in understanding how many consumers and many suppliers of goods inter-

act to establish a price to be paid for all goods. By actually taking part in the process, making the supply and demand schedules in class, each student had a clearer insight.

The economic unit itself is used to supplement chapters in the regular classroom text which deal with supply, demand, and equilibrium price. The students are tested at the end of the unit.

A real surprise to me was the reaction from my classes to the Disney films. I was apprehensive about showing these films to high school seniors, but was delighted with their response. Many students stated that the Disney series helped them understand the economic concepts of this unit.


Supply and Demand
SUPPLY
DEMAND
PRICE
SUPPLY
DEMAND
PRICE
SUPPLY
DEMAND
PRICE

Make A Commitment To Your Future Eleventh & Twelfth Grade

Carrie E. Jones Economics

Subject Area: Social Studies

Ability Level: Medium-High

Community: Small Town

Time Requirements: 2 Six-week grading periods

Economic Concepts This Unit Addresses:
Principles of Savings and Investments

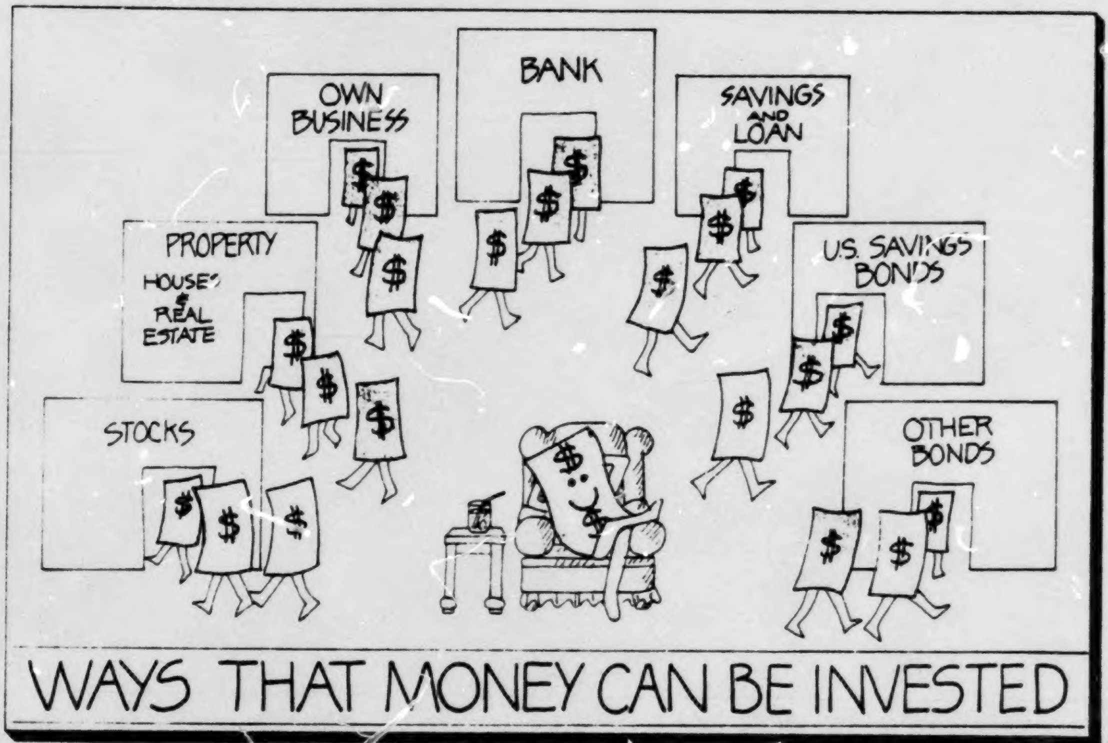
Abstract:

This unit will help one plan an investment strategy. Students will learn of investment alternatives available. They will invest money and follow their investments.

Students will learn savings and investment terms. They will become familiar with basic economic terms.

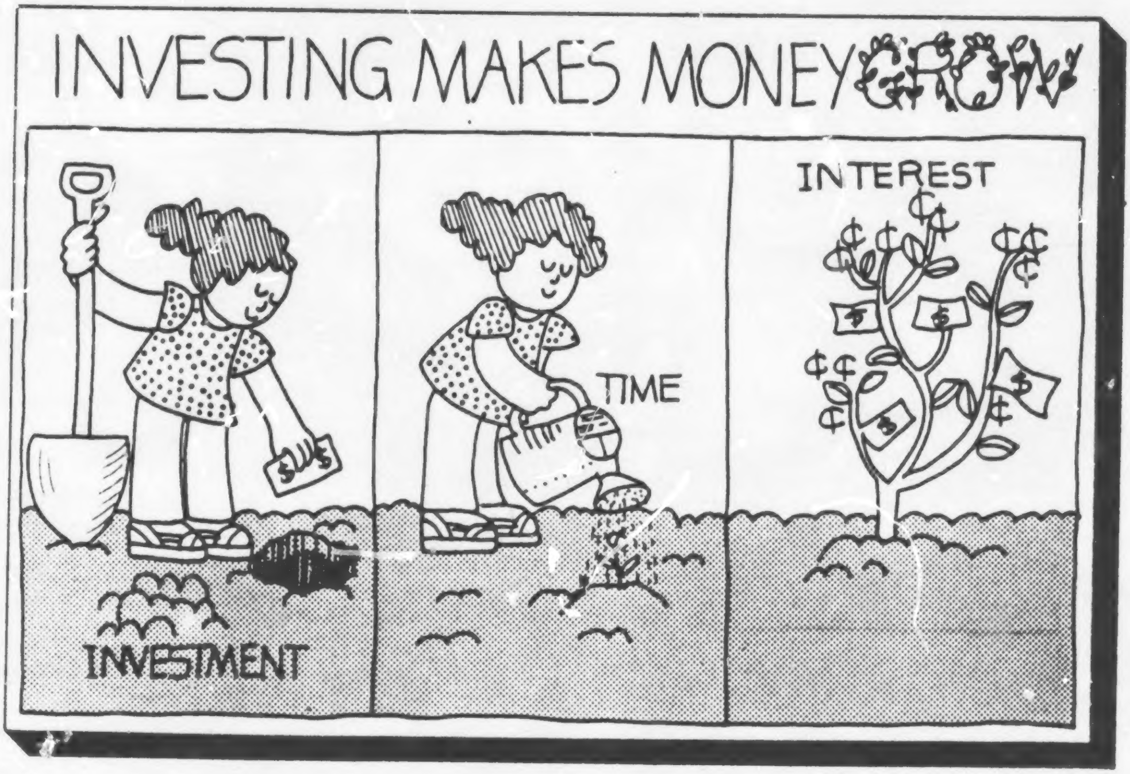
Students will have an understanding of relationships of saving and investments that will achieve personal long term investment goals.

Students will learn how to analyze the characteristics of a competitive market.


OWN BUSINESS
BANK
SAVINGS AND LOAN
PROPERTY
HOUSES & REAL ESTATE
U.S. SAVINGS BONDS
STOCKS
OTHER BONDS
WAYS THAT MONEY CAN BE INVESTED

Continuation Make A Commitment To Your Future Eleventh &
Twelfth Grade

Specific Activities:
Activities include field trips to brokerage firms, banks, and the Chicago Board of Trade.


INVESTING MAKES MONEY GROW
INVESTMENT
TIME
INTEREST

192

Economic Goals   Economics   Twelfth Grade

James M. Spencer

Subject Area: Economics

Ability Level: All student levels (required course)

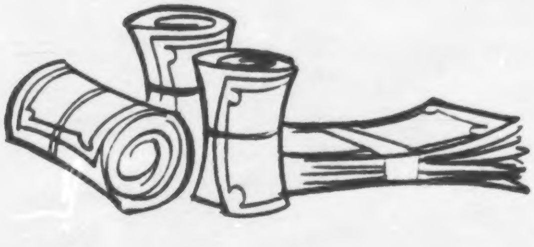
Community: Rural

Time Requirements: Parts of five (5) classes

Economic Concepts This Unit Addresses:
Traditional economic goals and the economic decision-making process.

Abstract:

The basic concept we are dealing with is that all decision-making in macro economics is based upon certain goals. Traditionally, economists have generally agreed on these five: Stability, Security, Growth, Freedom and Justice. Students who successfully complete these activities will be able to: 1) list four of those five goals, 2) correctly answer seven of nine multiple choice questions over those goals, 3) apply the decision making model to a case study situation, and 4) identify goals in conflict in a specific case study. Activities include student worksheets, small group discussions and written descriptions of the goals to be distributed to all students.



PART IV: BIBLIOGRAPHY

The complete texts of the following consumer economic curriculum units are on file at TRIAD Teacher Center and available to interested educators. Those units preceded by an asterisk appear in the previous section in abstract form.

KINDERGARTEN:

*Wump World Wants and Needs. Patricia Williamson.

*Economics in Kindergarten. Jane Yoder.

*Specialization and Division of Labor (The Assembly Line). Jane Ann George.

*Kindergarten Economics: Snowman Production. Jane Yoder.

GRADE 1:

*Let's Have a Cookie Sale. Mary Alice Burget.

*The Market Place. Judy Cittadine and Sue Duncan.

The Busy People: 'Service' Community Helpers. Judy Cittadine and Sue Duncan.

GRADE 2:

*4-4-3-2. Ruth Ann Chitty.

*Conservation of Energy. Debra A. Corso.

GRADE 3:

*Decision-Making in Transportation. Mildred Halsema.

*Please, Mother, I'd Rather Do It Myself--Or Would I? Sally Simmons.

Costs-a-Lot. Marilyn Martin.

*Wise Decisions Could Feed a Wallaby. Pamela Young.

Advertising. Jan Hawkins.

*Why Use Money? Karen Jackson.

GRADE 4:

*_Zoo Who - Whose Zoo?_ Jan Beutler.

*_Market Economy_. Mary Criss.

GRADE 5:

1980 Pioneers Make Decisions. Carol H. Martinez.

*_Decisions, Decisions, Decisions?????_. Jo Dorn.

*_The Principles of Decision-Making_. Sandy McMahon.

*_Balloon? Pencil? Recess?_ Jean Plantenga.

Advertising--Staying Tuned for the Message. Pamela Z. Matzko.

*_Decision-Making_. Pat Tyrie.

GRADE 6:

It's Simply Supply and Demand. Gloria Bredehoeft.

Advertising. Shanna Underwood.

Decisions: Daily Experiences. Charlotte Quinn.

*_The Common Market_. Charlotte Quinn.

SECONDARY SUBJECT AREAS

Art:

*_The Market for Artistic Services in our Community. Unit I: Advertising Art_. (9). Judith Bihlman.

Home Economics:

Decision Making for Consumers: An Introduction to Consumer Economics. (9). Jeanna Jones.

*_Making Wise Supermarket Decisions_. (8). Beverly S. Cox.

*_Why Did the Old Woman Live in a Shoe? Identifying Decorating Alternatives_. (7). Dawn E. Jenkins.

*The Happy Grocery Cart. (7-9. Home Economics, Special Education). Judith L. Wright.

Economics:

*Establishing a Market Clearing Price. (9-12). John Mazur and John Parlon.

Business Organizations. (12). Janna Kosinski

*Make a Commitment to Your Future. (11-12). Carrie E. Jones.

*Economic Goals. (12). James M. Spencer.